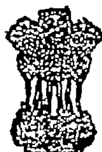
THE REPORT

OF THE

UNIVERSITY EDUCATION COMMISSION

VOLUME II

PART I



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THE UNIVERSITY EDUCATION COMMISSION
GOVERNMENT OF INDIA
VOLUME II.

QUESTIONNAIRE

NOTE.—The Questionnaire covers a wide field of inquiry and it is not intended that all those who are pleased to send replies should take the trouble of answering every question. Correspondents are requested to favour the Commission with their views and suggestions on matters in which they are particularly interested or concerned or of which they have special knowledge.

The Questionnaire consists of twenty six sections. The number of the section and the question to which the answer or memorandum relates may please be clearly indicated in each case.

I General

1 It has been said that the general aims of University education are —

(i) Teaching,

(ii) Research,

(iii) Personality building.

(a) Which of these in your opinion have hitherto received adequate attention and which need more emphasis now?

(b) How would you account for failures and defects if any in the actual working out of these aims?

(c) Have the Universities maintained the standards of teaching and of examinations at a uniform and high level?

(d) In what way would you suggest a reorientation of the present system of education at the Universities and Colleges so as to achieve the best results? Please suggest concrete steps for reform.

2 Do you consider that Universities in India today exercise an adequate and proper influence on national life and thought?

3 (i) Do you agree that any satisfactory plan for the development of University education in India should have.

(a) a short-term aspect,

(b) a long-term aspect?

(ii) If you do what would be your conception of the short-term or immediate aims of University education in India?

II. Structure, Jurisdiction and Administration of Universities

1 How far have the different types of Universities fulfilled the objects aimed at?

2 Which of these types do you consider best suited to Indian conditions —

(a) Affiliating,

(b) Unitary teaching and residential,

(c) Federative?

Please give reasons for your answer

3 What kind of control and supervision do you envisage over Colleges and units by Universities of

(a) Affiliating type,

(b) Unitary and residential type, and

(c) Federative type?

4 (a) Do you consider that the jurisdiction of a University should be limited by territorial or linguistic considerations ?

(b) Do you consider it desirable that a University should have jurisdiction in an area where another University is functioning, and if so what conditions would you impose so as to avoid any dual control or friction ?

5 In the interest of coordination of higher education do you con sider it desirable that the Governor-General or the President of the Indian Dominion should be the Visitor of all Indian Universities with power to call for reports and institute enquiry if and when necessary ?

6. (i) Keeping in mind the existing constitution governing the appointment, functions and powers of the various authorities in the University or Universities with which you are personally acquainted, please state whether you are satisfied with these arrangements.

(ii) If not, please suggest improvements with special reference to the following —

(a) Chancellor
(b) Vice-Chancellor
(c) Pro-Vice-Chancellor
(d) Treasurer
(e) Registrar

(iii) Do you think a Pro-Chancellor necessary ?

7 (a) Do you favour honorary part-time Vice-Chancellors or paid full-time Vice-Chancellors ?

(b) Do you consider a uniform system necessary for all Univer sities ?

(c) Have you any reason to think that the system of paid Vice Chancellors or of honorary part-time Vice-Chancellors has led to the intrusion of undesirable and non-academic factors into University ad ministration ?

(d) What should be the method of appointment, the terms and conditions of service of a Vice-Chancellor ?

8 (a) By what means does the Vice-Chancellor satisfy himself that the Deans of Faculties, Heads of Departments, and the teachers and officers of the University generally attend their offices, take their classes and perform their duties regularly and punctually ?

(b) How many instances of irregularity unpunctuality and neglect of duty have been detected by him reported to him or come to his notice by any other means ?

(c) What action has he taken on them ?

(Vice-Chancellors only past and present)

9 (a) Do you think the disciplinary control of the Vice-Chancellor over the staff should be increased ? If so to what extent and in what manner ?

(b) What amendments in the Act and the Statutes would you suggest for this purpose ?

10 Would you favour the allocation of powers of control and legislation in relation to Universities to

(a) the Central Government, or

(b) the Provincial or the State Governments, or

(c) would you rather suggest that the subject should be in the Concurrent List of the Draft Constitution of India ?

11 Do you consider that the relations existing between Universities and Governments—Central and Provincial are based on right lines ? If not what improvements do you suggest ?

12. What changes do you consider necessary in the constitution, functions and powers of the following University bodies which are mainly concerned with administration ? Please give reasons for your answers.

(i) Court or Senate,

(ii) Executive Council or Syndicate,

(iii) Finance Committee,

(iv) Committee of reference,

(v) Board of health, discipline and residence,

(vi) Muslim Advisory Board.

(Please confine yourself to personal observations and conclusions based thereon.)

13 What changes in the constitution functions, and powers of the following academic bodies of the Universities do you consider desirable ? Please state your reasons for your recommendations.

(i) Academic Council,

(ii) Faculties,

(iii) Boards of Studies,

(iv) Examinations Committee,

(v) Board of Moderators.

(Please confine yourself to personal observations and conclusions based *thereon*)

14 (a) Do you think that there should be any nominations to any of the academic bodies of the University ?

(b) If so do you agree with the suggestion that these should be made by the Governor of the Province as Chancellor of the University on the advice of the Vice-Chancellor ?

15 Do you consider it desirable that any of the University Bodies should be composed exclusively of members of one community or denomination ?

16 Do you think that University Professors and teachers have at present adequate power and responsibility in the conduct of University affairs ?

17 Do you consider the representation now accorded in some Universities to Local and Municipal bodies Chambers of Commerce and the Legislatures necessary ? Do you advocate the association of other non-academic bodies with University administration ? If so please name them.

18 Has the system of election worked satisfactorily ? Do you think it desirable to make any alteration or modification ?

19 In Universities which have been financed in part out of private benefactions do you think that donors have statutory and other powers which are excessive, undesirable and injurious to the cause of sound University education and administration ?

What changes would you suggest in this respect ?

III. Admission to University Courses

1 (a) What general principles and standards of admission would you prescribe for the various University courses of study ?

(b) Are you satisfied with the present arrangements for admission to the Universities or other institutions for advanced studies with which you are familiar ?

(c) If not, what modifications do you consider necessary ?

2. Is the examination which entitles a student to seek admission to a University a satisfactory test of his fitness for a course of University study ?

3 Do you think that too many students not properly fitted for and not having real intellectual keenness for University studies flock to the Universities to the detriment of students who are fitted to profit by University education ? Would you recommend any method to keep out such students ?

4 In different Universities the admission qualifications are different, e g Matriculation or High School Examination is the qualification in some in others Intermediate, and in some the Higher Secondary Certificate.

(i) Which of these do you prefer ?

(ii) Do you advocate uniformity on this matter in the whole of India ?

5 Do you favour an independent University entrance examination ?

6 What should be the age of admission to the University ?

7 How would you ensure against discriminations which violate the Fundamental Right 23(2) of the Draft Constitution of India ?

8 What degree of control, if any would you like the Universities to have over the content and administration of Secondary education ?

IV Teaching, Examinations and University Degrees

1 It has been said that University teaching at its best involves

(a) that the students should be placed under the personal guidance of teachers of first rate ability and of recognized standing in their subjects,

(b) *that the teachers and students alike should have access to* well-appointed libraries and laboratories,

(c) that there should be a large measure of freedom in teaching and in study and

(d) that the teachers should have sufficient leisure to be able to guide and pursue independent investigations in their own subjects.

(i) Do you share this view ?

(ii) Do you consider that the ideal is attained or attainable under the existing system in India ?

(iii) If you hold that the standard indicated above cannot fairly be applied, please explain your reasons for this conclusion.

2. How far in your opinion, has the Departmental organization of teaching improved the quality of teaching work ? Has it in any way adversely affected the teaching and research work of the Heads of Departments ? If so what measures would you suggest for improvement in this respect ?

3 (a) Would you favour the continuance of the "lecture" type of teaching in the University classes ?

(b) Has this method succeeded in evoking a corresponding response among the students ?

(c) Do you think that this system has led to "over-teaching" or "*spoon-feeding*" ?

(d) How would you correct the existing evils, if any ?

(e) Should attendance at lectures be compulsory ?

4 (a) What scope exists in Indian Universities for the organization of

(i) a tutorial type of instruction on the lines of the system at Oxford and Cambridge

(ii) A Seminar type of instruction ?

(b) What changes would you suggest in the organization of teaching *in our Universities so as to ensure personal contact between stu*dents and teachers ?

(c) Have you any other specific suggestions to make in this respect ?

5 (a) What is the optimum number for a lecture in the under graduate classes ?

(b) How many lectures per week do you consider necessary for each subject in the undergraduate classes ?

(c) What in your opinion is the proper number for a tutorial group ?

(d) How often should the tutorial groups meet per week ?

(e) Should attendance be compulsory ?

6 (a) Are you satisfied that there is sufficient (i) theoretical instruction, (ii) practical written or field work by students, in the organization of teaching in our Universities ?

(b) Can the vacations be utilized for special summer courses which may be attended by students from other Universities as well ?

(c) Is a better planning of vacations and holidays possible ?

7 (a) Do you agree with the criticism that, in the existing University system teaching is unduly subordinated to examination ?

(b) Do you think that an attempt should be made to reduce the rigidity of the examination system ? If so, do you agree with the suggestion that the use made of examinations might be varied to meet the needs of different subjects of study and of different groups of students in one or more of the following ways —

(i) the teaching might for certain purposes be defined as at present, by prescribed examination requirements

(ii) the teacher might be left with a maximum of freedom and the examinations be adjusted to the courses given by individual teachers,

(iii) in some particular subjects or sections of a subject, though teaching might be given, there might be no test by a formal University examination.

Do you have any other suggestions to make ?

(c) Within what limits should examinations serve as a test of fitness for a specific career as in the following cases —

The professions of medicine law teaching engineering agriculture, commerce and industry (including the aspects both of management and guidance and research and administration in the public service)

(Correspondents may kindly concentrate their attention on the points in which they are most interested)

8 (a) Do you consider that any concrete steps should be taken to correct the admitted vagaries of examinations in the assessment of performance especially in the higher branches of University education ?

- (b) How far is it possible to use class records for examination purposes?

(c) Do you consider it practicable to use psychological tests as a corrective to examinations?

(d) Have you any further suggestions to make for the improvement of the existing methods of University examinations?

9 Do you favour the recognition by our Universities at any stage of a category of non-Collegiate students who would be eligible to appear for University degree examinations without production of attendance certificates?

10. (a) Do you consider any changes necessary in the present practice in relation to appointment of examiners and paper setters?

(b) What should be the ratio between external and internal examiners, if any?

11 (a) Do you apprehend that some of the examiners appointed by the University have too much work on their hands and consequently cannot discharge their duties efficiently?

(b) Do you think it necessary or desirable that the amount of examination work which a teacher may undertake should be limited by rule?

12. (a) Are you satisfied that there is uniformity in regard to the standards of attainment and nomenclature of degrees in the Universities in India?

(b) Do you consider such uniformity

(i) desirable,

(ii) essential?

(c) If so, would you favour some measure of central regulation or co-ordination in this respect?

13 Please state what should be the duration of the first degree course at the University

14 It has been pointed out that there is a certain lack of uniformity with regard to "Honours" courses of study and duration of "Pass" courses.

(i) Do you favour the reorganization of the "Honours" courses in study on a uniform all-India basis?

(ii) What consequential changes in the content or duration of the "Pass" courses do you envisage?

(iii) Should the pass course embrace three or more subjects? Should there be any grouping or any compulsory subjects for the pass degree?

(iv) Can we have anything like "half-courses" and a consequent increase in the number of subjects?

(v) Do you think specialization in study begins prematurely in India? Do you consider this development to be healthy?

(vi) How would you correlate the courses for the Bachelor's Degree with those for the Master's Degree in the various Faculties?

(vii) Can there be Honours courses in professional Faculties?

15 *It has been pointed out that there is no uniformity of standard* in awarding marks and in classifying candidates into the various divisions at the examinations conducted by the different Universities in India.

(a) Do you agree that an effort should be made to ensure uniformity in this respect?

(b) What steps would you recommend to ensure such a uniformity?

(c) Would you favour the establishment of a Central body charged with the functions of reviewing these standards and endeavouring to maintain the desired uniformity?

(d) In what manner would you like this body to function?

V Courses of Study—General

1 Do you think that the existing schemes of study apart from the higher degree and research courses yield a satisfactory liberal education to the under-graduate?

2. Would you favour the organization of a course of study in India similar to the Oxford "Philosophy Politics and Economics" Honours course (called the Modern Greats) to ensure that our Universities *turn out a more balanced and equipped type of University* graduate?

3 (a) Do you consider it necessary that combinations of all kinds of subjects should be permitted or only certain groups should be allowed?

(b) In regulating the choice of subjects would you have some as main subjects and others as subsidiary subjects?

4 (a) Do you consider it desirable that some basic teaching of ethics or philosophy and of the elements of science should be made compulsory to ensure a sound attitude upon life?

(b) How would you foster love of the country citizenship etc. and ensure against narrow nationalism and also develop a world consciousness?

5 (a) What provision exists at present for the teaching of foreign languages in Indian Universities?

(b) Would you recommend the establishment of a separate Department for the study of foreign languages? Please make concrete suggestions.

6 (a) Are you satisfied with the place that is given to the teaching of the Humanities in Indian Universities ?

(b) Has an endeavour been made to maintain a sound balance between the Humanities and the Sciences ?

7 (a) What is the reason for the present decline in interest in the B.A. courses

(b) Do you consider this a healthy development ?

(c) If you don't, what measures would you suggest to arrest the decline ?

8 Are the under-graduate courses in the pure sciences such as to equip young students for work in applied and technological branches ?

If you are not satisfied with the present courses, what improvements would you suggest ?

9 Should the Universities provide for or recognize approved courses of instruction in applied science and technology (including such Departments as Engineering, Agriculture and Commercial Science) as qualifying for degrees or diplomas or both ?

10 Should the Universities also provide facilities for research in these branches of knowledge ?

11. Do you think that higher technological training should, or should not, be segregated from other branches of higher education ?

12. Should the existing technological institutions be brought under the control of existing Universities or should they be raised to the status of independent Universities, or should they be allowed to continue to function as hitherto ?

13 If in your opinion, various branches of applied science and technology are to be recognized as Departments of University teaching and research, what arrangements would you suggest for maintaining a sound balance between pure science and applied science ?

14 (a) What are the branches of knowledge the teaching and study of which can in your opinion be conveniently and without detriment to the interest of higher education, be concentrated at one or other University centre in your Province ?

(b) What are the branches of knowledge in which instruction should, in your opinion be available at every educational institution ?

(c) What room is there for co-ordination between different Universities and Colleges for specialization in different subjects and in different branches of the same subject (e.g. Ancient Indian History in one University and Mediaeval in another) ?

15 (a) Is there adequate provision for advanced study and research in our Universities in respect of the following subjects

(i) Indian Philosophy

(ii) Indian History & Culture.

(iii) Indian Literatures and Languages (Classical and Modern) ?

(b) How would you coordinate the work done in Universities with the work done in institutions other than Universities ?

16 (a) What in your view is the place of the Fine Arts in Indian Universities ?

(b) Would you favour the establishment of separate Universities or Institutions for the advancement of the various Fine Arts ?

(c) Please suggest the centre or centres at which each of these can, in your opinion be most conveniently localized ?

17 (a) Are there any branches of science or learning for which there is no provision in Indian Universities and which in your judgement, should be introduced ?

(b) What ways and means would you suggest to remove this deficiency ? Your suggestions should be correlated with the present needs of the country Please offer

(i) a short term plan and also

(ii) a long term plan.

VI. Courses of Study for Professions

1 (a) Do you consider that the existing courses of study and facilities and equipment for them in the Universities are adequate, sufficiently varied and of high standard, in relation to

(1) the needs of the professions available in the country and

(2) the needs of the country in general in regard to

(i) Teaching,

(ii) Research,

(iii) Public administration

(iv) Business,

(v) Industrial and economic development,

(vi) Defence ?

(b) Please also show how far do you consider it to be within the province of the Universities to meet them

2. (a) Do you approve of the present system of legal education in the Universities ?

Please comment on the following

(i) The duration of the Law Courses

(ii) The appointment of teachers, part time or whole-time.

(iii) The time-table of the classes.

(iv) The pursuit of studies in more than one Faculty by Law students.

(b) What improvements would you suggest in the system of teaching and examinations for Law students? Please state your views clearly on the following —

(i) What subjects should be taught at the Universities and

(ii) What should be left for practical training to be instituted and conducted by the High Courts?

3 (a) Do you consider the present facilities for medical education in India to be adequate?

(b) Are you satisfied with the present standard of medical studies in the country?

(c) Is there provision *for the teaching of those branches of medical subjects which have advanced in recent years?*

(d) Are there opportunities for research in the Medical Colleges or Faculties?

4 (a) Are you satisfied with the standards of Agricultural education in the Universities?

(b) Is the teaching of Agriculture correlated with the needs of the country?

(c) Is it a fact that students after completing their courses in agricultural subjects have no desire to go to rural areas?

(d) Is it because the Agricultural Colleges produce men who are mere theorists and not fit for practical work?

(e) Would you suggest any modifications of the courses, the duration and the basic training of students in Agriculture?

5 (a) Has sufficient attention been paid to work of the University standard in Chemical Engineering Mechanical and Electrical Engineering, Radio Engineering, Civil Engineering, Naval Engineering and Aeronautics?

(b) Have the Engineering Colleges in India been able to keep abreast of the advancements made in their respective spheres in foreign countries?

(c) Do you recommend the establishment of separate Engineering Universities with facilities for research?

6 (a) Are you satisfied with the content and standards of studies in commercial subjects in the Universities?

(b) Are our commerce graduates fit to take their proper place in the commercial life of the nation?

VII. Research and Research Institutions in India

1 Is the existing position in respect of research and advanced study in various branches of knowledge satisfactory? Please analyse *your observations under the following heads:—*

(a) The Humanities,

(b) Pure sciences,

(c) Applied science and technology

(d) Learned professions.

2. How would you ensure the maintenance of proper standards proper supervision, direction and assessment of the progress of research ?

3 At what stage should the students start their training in research work ? Should the Master's degree be obtainable through research ? Should there be a lower and a higher research degree in the University ?

4. (a) Are you satisfied with the present system of conferring Research Degrees on the basis of merely a thesis on a particular branch of a subject, or would you consider it desirable that along with this the candidate should be well-trained in all ancillary subjects, so that he may pursue research on proper lines after obtaining a research Degree ?

(b) Please suggest ways and means for further stimulating research in Universities.

5 What arrangement would you suggest for inter University co-ordination in research ?

6 (a) To what extent and in what manner can the Universities and their research departments help the Industries concerned, and thus promote the industrial expansion of the country ? How would you promote co-operation and coordination between them ?

(b) What would you suggest as the best incentive for industries to subsidize research in the different departments of the Universities, or to make substantial grants for the promotion of scientific and technical knowledge in the Universities concerned ?

7 (a) What measure of co-ordination, contact and association between the Universities and the following would you advise —

Research and Technological Institutions, Laboratories and Scientific Surveys of the Government of India ?

(b) Would you desire that the Indian Institute of Science at Bangalore and the Fundamental Research Institute at Bombay and the National Physical, Chemical and other Laboratories of the Government of India be brought into close association with the Universities ?

(c) If so in what manner ?

VIII. Medium of Instruction

1 The tendency at present is for the various Provincial or regional languages to be employed as media of instruction in the Universities in the relative linguistic areas, displacing English. Do you favour this development ?

2. Do you apprehend that solidarity or cultural standards are likely to be adversely affected as a consequence of linguistic provincialism in University education ?

3 How would you deal with the problems of inter-University co-ordination in advanced study and research in the event of regional languages becoming the media of instruction ?

4 Do you consider that the experiment made by the Osmania University with Urdu as the medium of instruction has been a success ?

5 How would you ensure an adequate supply of standard text books on various subjects of study in the Indian languages ?

6 If you favour a common medium of instruction for all Indian Universities, what language would you recommend ?

7 Are you in favour of the adoption of the Roman Script for all Indian languages ?

8 Are you in favour of the adoption of a uniform system of Scientific and Technological terminology for all Indian languages ?

9 What in your view ought to be the place of English in Indian Universities

(i) in the immediate future,

(ii) in the long run,

(iii) as a subject of study and

(iv) as a medium of instruction ?

IX. Teachers and Conditions of Service

1 (a) What is the system of classification and gradation of teachers (*e.g* Professors, Readers, Lecturers, Demonstrators etc.) in the University or Universities with which you are familiar ?

(b) *Are you satisfied that the existing arrangements are satisfac tory ?*

(c) If your answer to (b) is in the negative, please suggest the lines along which you consider reorganization desirable.

2. (a) What are the emoluments received by teachers in the University or Universities with which you are familiar and how do they compare with scales of pay in the Provincial and Central Services ?

(b) Are you satisfied with the present scales of pay in the Universities ?

(c) If not, please recommend suitable and reasonable scales of pay in the light of your answer to 1 (c) above.

3 (a) Do you consider that the distribution of work among teachers and the number of lectures in relation to the number of students in our Universities and Colleges give adequate scope for original work and research by teachers ?

(b) What should be the maximum number of hours of work for a teacher ?

(c) What should be the maximum number of students per teacher ?

(d) Do you favour the idea of a "Sabbatical year" for all teachers ?

4 (a) Are you satisfied that adequate standards of attainment and experience are maintained in the selection of the personnel of teaching staff in Universities and Colleges ?

(b) Would you suggest any changes in the methods of selection of teachers *e g* recruitment through specially constituted selection committees or Service Commissions ?

5 (a) What functions in your opinion should teachers at the Universities and Colleges have ?

(b) Do you think they should be associated with the social and intellectual life at the University outside the usual teaching hours ?

(c) (i) To what extent has this been done at the University or College with which you are familiar ?

(ii) What percentage of teachers is usually left out completely ?

(iii) Are you satisfied with the present state of affairs ? If not, what measures would you suggest to improve matters ?

6 (a) Do you agree with the criticism that teachers on entering service in the Universities and Colleges do not always endeavour to maintain a high standard of teaching and research ?

(b) What are your suggestions regarding the provision of inducements to teachers

(i) to maintain a high standard of teaching, and

(ii) to prosecute research ?

(c) Would you consider that the introduction of efficiency bar or bars in the scales of pay would be conducive to the attainment of this object ?

(d) Do you have any other ways and means to suggest ?

7 How far do you think the demand made on some teachers time by examination and committee and other work of Universities and educational bodies other than their own, interferes seriously with the efficient discharge of their proper duties ? To what extent and by what measures do you think this could be remedied ?

8 (a) Have you any suggestions to offer with regard to—

(i) the length of vacations

(ii) the number and duration of holidays

(iii) the leave rules and

(iv) the Provident Fund Rules in your University ?

(b) Is there provision for maternity leave for Lady teachers in your University ? If not, do you consider it necessary ?

9 (a) Would you favour the deputation of young men and women of ability in India to Universities outside India for advanced training with a view to employment as Professors in Indian Universities ? Or

(b) Would you rather invite men of outstanding ability from abroad and train young Indian scholars under their guidance in India ?

10. (a) Are you in favour of exchange of teachers and students between Indian Universities ?

(b) Is it practicable for teachers to spend a whole session at a University other than their own ?

(c) Would it be (i) possible, and (ii) desirable for students to do so ?

X. Location, Buildings, Time-Table etc. (For the special attention of the Vice-Chancellors)

1 (a) Do you consider that the location of the existing Universities ensures the right academic atmosphere and facilities for future expansion ?

(b) What degree of success, in your view has the idea of developing University centres within the areas of affiliating Universities achieved ?

2. (a) Is it a fact that the Universities in India are not able to extend facilities for education to all those who seek admission to the various courses of study ?

(b) If so please state how far do you consider this to be due to paucity of space in buildings.

3 (a) Do the students often have vacant periods in between their lecture hours ?

(b) Is there any adequate arrangement to enable them to utilize these vacant periods ? Has it been possible (if considered desirable) to set apart one room in each block of buildings exclusively for this purpose ?

(c) Do you think it is possible to arrange the time-table of the various classes so as to eliminate these vacant periods considerably ?

4 (a) Is it possible to introduce a double shift system or a modified form of it, so as to increase the number of admissions to the various courses, without at the same time demanding additional buildings immediately ?

(b) Do you consider such a scheme practicable in some or all the Faculties of the Universities ?

(c) If not, please state your reasons.

XI Libraries, Laboratories and Museums

1 Are the University and College Libraries well equipped and up-to-date with regard to

(a) Books.

(b) Periodicals (general)

(c) Scientific and technical periodicals ?

2. Do the students have easy access to books, and can they obtain the books they want without undue waste of time?

(Please verify facts from students of the various classes with whom you may be in personal touch)

3 If you are not satisfied with the existing arrangements with regard to

(a) method of cataloguing and indexing of books.

(b) access to book-shelves,

(c) the method of issuing books.

please suggest changes in the organization and management of these Libraries.

4 Do you favour the appointment of a whole time paid Librarian or a part-time honorary Librarian assisted by a whole-time paid junior ?

5 Are you in favour of a centralized Library in the University or a reference library at the centre and full and complete libraries in the respective Departments or Faculties ?

6 Apart from the provision of more money what other steps could be taken to improve the resources of University libraries ?

7 Are you satisfied with the present state of University Laboratories in respect of

(a) Space at their disposal

(b) Equipment,

(c) Chemicals and other materials required periodically ?

8 How would you plan better laboratory facilities for

(a) Undergraduate classes,

(b) Post-graduate classes,

(c) Research workers ?

Keeping in mind the present space equipment, etc. and the pressure on them please make concrete suggestions with regard to the Laboratories with which you are intimately acquainted.

9 Should the Universities and Colleges endeavour to build up their own Museums or should they cooperate with Provincial or Local Museums, if any ?

10 In case you prefer the former alternative, please state how the University Museums should be organized. Can there be a plan on

(a) a provincial basis, or

(b) an all India basis ?

XII Publications, Journals and Abstracts of Theses

1 What do you think of the quality of work produced in

(a) the magazines in Universities and Colleges,

(b) the University studies ?

2. How would you encourage such publications, journals etc. and maintain high standards of production ?

3 Would you recommend the publication by Universities of the abstracts of theses submitted by scholars ?

4 Do you consider it necessary for individual Universities or groups of them to have presses of their own ?

5 *If you do how should they be organized ?*

XIII. Archaeological and other Expeditions and Survey conducted by Universities

1 Is there any satisfactory provision for such surveys (Geological Archaeological, Botanical, etc.) in the Universities or Colleges ?

2. What suggestions have you to make in this respect ?

XIV Students and Discipline

1 What are the main disabilities or difficulties from which University *students suffer in India ? Please examine these under the following* heads, and suggest remedies for each —

(a) Health and physique,

(b) pecuniary resources,

(c) social life,

(d) any other disabilities which you may have noticed.

2. (a) Do you think there has been any serious deterioration in the quality of students coming up for University education in respect of ability and character ?

(b) *How do you account for the prevalent* indiscipline among students and the frequent resort to strikes and other trade union weapons of applying pressure on authorities ?

(c) Has the proctorial system, wherever it exists, worked satisfactorily ?

(d) What is your estimate of the working of Students Courts of Honour ?

(e) What suggestions would you make for dealing with frequent cases of indiscipline among students ?

XV Hostels and Halls

1 (a) Please give a brief account of the facilities for residence of students in University towns with which you are personally acquainted.

(b) Do you consider these facilities to be adequate ?

2. (a) How far have the Residential Universities justified their designation ?

(b) Have these Universities been able to associate the students not resident in Hostels with the social and corporate life of the Universities in general ?

(c) Do you favour the idea of associating students not resident in Hostels, with particular hostels for purposes of social and corporate life ?

3 (a) Has the present system of Wardens and (or) Superintendents ensured the proper supervision of student life in Hostels ?

(b) Would you recommend the idea of associating members of the teaching staff of the Universities with the Hostels with a view to establishing social contacts and generally supervising their activities ?

Or

(c) Would you favour the system of Resident tutors in hostels ?

Or

(d) Would you rather have the tutorial classes in all the subjects of study organized in the Hostels and not at the University ?

XVI. Extra-Curricular Activities and Extra Mural Education—University Extension Movement

1 Are you satisfied that adequate provision exists for these ? Please examine each of the aspects in which you are interested.

2 What activities not now provided for would you include in any satisfactory scheme of extra-mural education ?

3 Are students debating unions functioning properly in your opinion ? Have you any suggestions to make for their improvement ?

4 (a) Do you favour the growth of Clubs among the students ?

(b) If you do how would you organize the activities of these clubs ?

5 (a) What part can the Universities and Colleges play in regard to Social Service in general and Adult Education in particular ?

(b) Is conscription for Social Service a necessary or desirable expedient in existing conditions ?

(c) Can vacations be used for this purpose ?

XVII. Health, Physical Education and Medical Facilities

1 Are you satisfied with the present arrangements for physical education and games in the Universities ? Please examine these with special reference to those students

(a) who are resident in Hostels

(b) who are not resident in Hostels.

2 (a) Are you in favour of compulsory physical education and games ?

(b) If your answer is in the affirmative, please state if you would make these compulsory throughout the period of stay at the University or only for part of it. Please make specific recommendations.

3 What is your opinion about the proposal for degree courses in Physical Education ?

4 (a) Are you satisfied with the present arrangements for Inter University tournaments and sports?

(b) How would you reorganize these ?

5 Is there adequate provision for

(a) periodical medical inspection of students,

(b) medical attendance in cases of illness,

(c) a well equipped dispensary ?

XVIII Military Science and U O T C

1 (a) Is there any provision for the teaching of Military Science at the Universities or Colleges with which you are familiar ?

(b) Is the arrangement

(i) adequate

(ii) satisfactory or

(iii) does it tend to become merely theoretical and unrealistic ?

(c) How would you, if necessary reorganize the teaching of this subject ?

2. (a) Have you been satisfied with the working of the U O T C.'s ?

(b) What do you think of the new scheme of N C.C.'s introduced in Colleges and Universities ?

(c) What measures would you suggest in order to make this scheme a success ?

(d) Can this training be made compulsory at any stage during the stay of the student at the University ?

XIX. Women s Education

1 (a) Are there sufficient opportunities for the education of women in the Universities ?

(b) Is the number of women graduates sufficient for the needs of the country in the professions of Teaching and Medicine as also for Public Administration ?

(c) Can they be expected to take up any professional courses other than those of Teaching and Medicine ?

2. (a) Should women have the same courses of study at the University stage as men ?

(b) If your answer is in the negative, please give in outline from, the lines along which their courses of study should be framed.

(c) If your answer is in the affirmative, please state if you would recommend as an alternative any special courses for women such as a degree course in Nursing and Home-Science (*Euthenics*)?

(d) Special courses for women have been introduced at some Universities. Do you think they have been successful?

3 (i) If your answer to 2(a) above is in the affirmative and to 2(c) in the negative, would you have any objection to girls having common classes with boys?

(ii) Or do you favour separate colleges for women?

4 (a) Please examine the working of any of the Women's colleges with which you are acquainted, and state whether in your opinion the highest standards of teaching and research are being maintained there.

(b) What steps would you take to ensure the desired standards of teaching and research in women's colleges?

5 (a) Are the arrangements for residence (including organization of corporate life and games) in these institutions satisfactory?

(b) What changes would you suggest?

6 Have you come across any special problems in the sphere of women's education which you would like to bring to the notice of the Commission?

XX. The Education of Backward Classes

1 What is the state of education among the backward classes in your part of the country?

2. How would you provide for this at the University stage without relaxation of standards?

XXI. Finances

1 Are you satisfied that Universities have adequate finances resources for the discharge of their responsibilities—present and future?

2. (a) Are you satisfied with the present manner in which grants are given to Universities by the Provincial or Central Government?

(b) Would you suggest any method by which such grants may be properly regulated and Government may be in a position to see that such grants are properly utilized without infringing the autonomy or the academic freedom of the Universities concerned?

(c) Would you suggest any changes in the constitution or functions of the Central University Grants Committee?

(d) Do you favour the establishment of regional or provincial committees?

(e) If so what functions would you assign to them and what constitution would you propose for them and what do you think should be the relation between the Central and Provincial Committees?

3 Do you consider the expenditure on unitary teaching Universities out of proportion to the benefits secured by these institutions? Please state your reasons.

4 Would you please state any instances known to you of avoidable expenditure incurred by the Universities or Colleges with which you are familiar?

5 (a) What are the possible ways of effecting economy in University expenditure?

(b) Would you suggest any modification in the administration and management and procedure regarding the utilization of University funds?

6 (a) Do you consider the rate of fees for tuition and examination charged at present by Colleges and Universities fair?

(b) Is there room in your opinion for a further enhancement of tuition fees?

(c) Would you favour the standardization on an all-India basis of these rates?

(d) Do you consider the present proportion in University budgets between contribution from students fees and Government grants equitable?

7 Have there been any deficits in your Universities during the last ten years? What are the reasons for such deficits?

(Vice-Chancellors only)

8 From what fresh sources, in your opinion, can the Universities obtain financial assistance, donations and endowments besides Government grants?

9 What has been the recurring cost to the University per student in each year during the last ten years?

(Vice-Chancellors only)

10. What are in your opinion the urgent requirements of the Universities for which additional funds would be necessary?

11 (a) Are you satisfied with the present state of awards of scholarships and sizarships in the Universities?

(b) Do you think they are adequate and are so administered as to give an opportunity to poor intelligent students to pursue a University course?

(c) To what extent should scholarships and sizarships be increased, if necessary or the rules for their award modified so as to enable all promising but poor students to pursue a University course?

XXII. Employment on Completion of University Studies

1 It has been said that the rapid increase in the number of University students in India is responsible for unemployment among educated youngmen.

Is it because

(a) the courses are more or less of a purely literary character ?

(b) There are no outlets into Industry and Commerce ?

(c) India is sending more students into the Universities than she should ?

2. What would be your suggestions to correlate education at the Universities with the needs of the country ?

3 (a) What part can Universities play in obtaining useful and suitable employment for the University men and women ?

(b) Do you think Employment Bureaus would work successfully ?

XXIII. Universities without Charter and their Degrees

1 Are you in favour of the prohibition of the use of the word University and of the issue of degrees and diplomas by corporate bodies without any charter ?

2. How would you distinguish most of these bodies from institutions like the *Jamia Millia* and the *Vidya Piths* which are imparting sound education, though on lines different from those of chartered Universities ?

3 How would you regulate the relation of these institutions with the Universities ?

XXIV Inter-University Relations

1 (a) What is your opinion of the functions and working of the Inter-University Board ?

(b) Would you suggest any changes in these ?

2. What other ways would you recommend for the development of inter university relations ?

XXV U.N.O and U.N.E.S.C.O

1 What should be done to bring international organizations as U N O and U.N.E.S.C.O into closer touch with the Universities in India ?

2. In what ways can the Universities in India cooperate with the world organizations like U N O., U N E.S.C.O and other specialized agencies in the promotion of peace and international understanding in the world ?

3 In what ways can the Universities encourage the teaching of the principles, methods and practices of these agencies with a view to increasing an understanding of them, and to influencing the student community of this country ?

4 How can the Universities in India be made to participate more effectively in the implementation of the following aspects of U.N.E.S.C.O programme in this country —

(a) Raising of the standards of education, science and culture,

(b) Increasing the free flow of ideas,

(c) Removing tensions affecting international understanding,

(d) Promoting interchange between different cultures of the world ?

5 How can the Universities in India help U.N.E.S.C.O in the fulfilment of its ideals by reducing racial barriers and conflicts in this country ?

6. In what ways can U.N.O and U.N.E.S.C.O help the Universities in India to get into closer touch with the Universities of other countries of the world ?

XXVI. Miscellaneous

1 (a) Do you think all parts of the country are adequately and satisfactorily served by existing Universities ? If you think there are some regions where facilities are either not available or are not easily accessible, please name them and state how you would remedy the deficiency

(b) What in your opinion are the minimum conditions precedent to the establishment of a new University ?

2. What is your opinion regarding communal or denominational Colleges and Universities ? Would you regulate them or abolish them ? Have you any particular reforms to suggest ?

3 What is your opinion about denominational institutions as units of residence ? How far do they foster or hinder the development of the conception of a common citizenship ? What, if any are their compensating advantages ?

4 Should Universities try to impart any religious education ?

5 You are invited to submit memoranda on any points which you regard as of importance for the growth of University education, of which you have a personal knowledge and which are not covered by the headings given above.

QUESTION I

ACHARYA, C. M.

1 (a) Hitherto except to teaching, no adequate attention was given to research or personality-building. All of them are of equal importance, but there should be more emphasis on personality-building.

(b) The failures and difficulties are due to want of personality in the teachers and also want of close touch between the teachers and the taught. The students also were possessed with the idea that somehow or other they should pass their examinations and should secure a job or join some profession. They did not pay much attention to the second and third items.

(c) Ordinarily many of the universities have not maintained the standard of teaching and examinations at a uniform and high level.

(d) The present system can be reoriented by providing for more research work and personal touch between teachers and the taught. In the matter of examinations it is found that the students are not well-informed. They usually confine themselves to their books and do not gather knowledge and information from outside. Arrangements should be made to test the general knowledge from time to time for this Professors and Lecturers of experience should at intervals examine the general knowledge of students.

2. The Universities in India today do not exercise adequate and proper influence on national life and thought.

AIYAR, K. BALASUBRAMANIA.

1 (a) and (b) Most of the Universities in India are examining and affiliating Universities. The aim No. (i) namely Teaching of the Universities has received adequate attention. But as regards aims Nos. (ii) and (iii) research and personality building more emphasis has to be laid in the future. There are research departments in the University But such departments are not established for all branches of knowledge For example in the Madras University there is no research department in Physics, pure and applied, and in Chemistry pure and applied. Even those departments which have been established *suffer from want of sufficient funds for the equipment, salaries* laboratories and publication etc.

As regards personality building also much emphasis has to be laid in future. The human personality consists of four aspects namely (a) the spiritual aspect, (b) the moral and ethical side, (c) the mental equipment and (d) the physical aspect. All the four have to be built up equally The Universities have devoted some attention to physical education Even here medical inspection of students has not been organised on an efficient basis at all.

As regards the development of the moral and ethical nature of students, the Universities have paid very little attention and in respect of the development of the spiritual side nothing has been done.

1 (c) The Universities have I think on the whole maintained the standards of teaching and examinations at a uniform and high level. I can say that, especially in the Madras University there has been a conscious endeavour to maintain a high level of efficiency of teaching and the standard of examinations. Recently owing to political and other causes there has been a tendency to belittle the value of examinations and also to lower their standard. In the anxiety to spread education among communities who hitherto have not been able to take advantage of university education the lowering of standards of examinations and a laxity in the valuation of eamination papers have been introduced. But this cannot be a permanent phenomenon.

1 (d) The Universities should do their best in efficiently training the students, so that they may take their place as intelligent citizens of the Indian Union imbued with high character and sound national ideals. They should be free from communalism, parochialism and provincialism and should be fitted to work with others in a spirit of love and co-operation for achieving the high destiny of their mother country They should also be deserving inheritors of their great ancient religion and culture To achieve this result certain reforms may be made in the curriculum of studies both in the Intermediate and graduate courses.

(1) Every student should have a knowledge of the outlines of Indian History and culture Proper text-books inculcating the true spirit of Indian culture and portraying our achievements and our ideals should be made available.

(2) The students should also undergo a course of moral instruction in Colleges. The principles of Ethics and of the fundamentals of the philosophy of all religions without reference to any particular religion, should be a subject of study for all the students. This will contribute to the development of spirituality and an appreciation of the eternal values of life.

(3) Importance should also be attached to the promotion of the proper hostel life in which all the aspects of the human personality viz. the spiritual, moral mental and physical aspects, may be developed in the life of the students

AIYAR, T K. DURAISWAMI.

1 (a) Till now teaching has received more or less adequate attention feeble attempts have been made at research and personality-building has been least attended to

(b) The relative failure to attain these aims is due to objectives which those who had power over the organisation had in view It was also due to the universities being dominated by the requirements

of the administrative system. The aggravation of the situation came from the neglect of the countryside and the unbalanced character of the economic organisation marked by an increasing population being ever more dependent on primitive agriculture and the strangulation of industrial development.

(c) When it is realised that the numbers resorting to university education have doubled themselves in the last ten years it cannot be expected that the standards of teaching could have been kept at a high level. In this connection it is relevant to note that in Great Britain a doubling of the number of students in the universities between 1938 and 1955 is being looked upon with great anxiety

(d) First of all it should be realised that the very large growth in numbers attending the Universities is unnatural in view of the resources not being available even for increasing rapidly the numbers receiving primary education and the low state of economic development of the country Quality should be insisted on as the criterion. The standards of admission to the university should be stiffened. The method of recruitment to the staff of the Universities should be over hauled.

2. The Universities in India do not exercise an adequate and proper influence on national life and thought. This depends on regard being paid to quality all along the line in so far as University organisation is concerned.

3 A distinction has to be made between short-term and long term aspects. For instance as a short-term approach duplication of courses at the Universities where such duplication involves large capital and recurring expenditure should be put an end to Where University expenditure involves large capital expenditure it should be deferred. In the short term efforts should be made by stiffening standards to reduce the number of students at the Universities. Research institutions of high quality during short term should be as few as possible and deserving students should be given scholarships so that best results may be produced

ASAF ALI, HIS EXCELLENCY

If personality building means character building and the awakening of the critical faculty and robust commonsense, it should have the highest priority in every educational institution in India.

1 (a) Generally no although individual colleges have emphasised this with creditable results. The St. Stephen's College of Delhi for instance once laid the greatest stress on character building many years go I cannot say how it functions now

(b) A regrettable dearth of the right type of teachers and the absence of personal touch between the teacher and the alumni coupled with indifferently selected books may be held responsible for the failures.

(c) A markedly noticeable deterioration all round appears to be the rule a majority of the teachers and students wallow in indifference.

(d) To begin with all Universities should aim at some kind of individual distinction in special subjects directly related to the resources of the regions in which they are situated and their emphasis should be on directing the attention of the students to the need of devising ways and means to increase the exploitation of such resources and higher standards of achievement in every direction Theoretical teaching should be subordinated to practical and field work.

2. The answer is both "Yes" and "No" *Politically they have* exercised both a healthy and a reactionary influence over the younger generation according to the predelictions of the governing bodies or the teachers.

3 (i) (a) and (b) The answer is "Yes"

(ii) The short-term or immediate aims of University education in India, in my opinion, should be the cultivation of practical knowledge inculcation of a spirit of the strictest personal and national discipline and solidarity irrespective of caste, creed or colour some kind of general uniformity of outlook, a clear conception of good citizenship with a deeply founded respect for orderly and constitutional progress promotion of team spirit, and the awakening of the creative instinct.

ALI SYED MEHDI.

1 (a) Only teaching has received adequate attention. Personlity-building needs emphasis.

(b) Yes, they have maintained a sufficiently high level.

(c) Better contact between the teacher and the taught is necessary Similar classes and recruitment of men of character will improve matters.

AMRIT KAUR, HON'BLE RAJKUMARI.

1 (a) None of these has received adequate attention in particular necessary emphasis has not been given to research and personality building has been more or less completely neglected.

(b) (i) *Low standard of teaching in secondary schools* and poor quality of those schools.

(ii) The age of 15/16 for entrance into the University is too young.

(iii) Lack of the tutorial system.

(iv) Lack of facilities for research

v) Very little contact between professors and students

(c) No.

(d) (i) Raising of minimum age of entrance to university to 17

(ii) While education up to the age of 17 must be in the mother tongue the standard of knowledge of English required for study in universities until such time as the national language is able to take the place of English must be of a much higher standard than hitherto

(iii) Better quality of teachers.

(iv) Insistence on corporate life in the universities.

(v) So far as medicine is concerned whole-time professors with previous experience of research and teaching should be appointed. They should be adequately remunerated for being debarred from private practice. Medical colleges should be adequately staffed and properly equipped

(vi) Learning of youth psychology should be incumbent on all teachers.

2. No

3 For the development of a university education it is better to think in terms of a long-term rather than a short-term programme.

ANANTAKRISHNAN DR. S. V

1 (c) The standard of attainment of the University entrant is very low Without subordinating the curricula of schools to the needs of Universities a separate entrance examination with a very much higher standard than now and possibly held in common by all the Universities will meet the purpose.

(d) While examinations are necessary to assess a student's attainment, an over-emphasis on examination results, as at persent, should be avoided.

THE ANNAMALAI UNIVERSITY TEACHERS UNION

1 (a) None of these has received *adequate* attention so far But much more attention has so far been paid to teaching than to research or personality building

In future considerable emphasis should be laid on advanced teaching and research more specially on the Sciences in the Universities. They should also aim at providing an atmosphere or environment where personality and character could be developed

(b) The failures so far have been due to

(i) The political set-up

(ii) Admission of students who are either not keen on education or not equipped enough for the courses to which they are admitted.

(iii) Lack of well-equipped teachers and creative scholars who can guide and lead in fundamental investigations.

(iv) An overemphasis on quantity as against quality in the educational improvement of the nation

(v) Insufficient encouragement to teachers and research scholars.

(c) No neither uniform nor very high.

(d) There are two imperative needs in the country

First, diffusion of a fairly high level of knowledge to a large number of people who would make up the elite of the citizens and the higher officers of the nation and

Second, creating a set of scholars who can advance the cause of learning to an extent at least comparable with the progress in western countries and who will constitute the Scientific Life Blood " of the nation.

It would be convenient to recognize these two distinct needs and provide for separate types of Universities for meeting the two needs. To attempt both these at the same time, on the analogy of Oxford or Cambridge, at the same University is not likely to produce the best results in the present context in India. The affiliating universities can cater to the first need of nation and teach and examine students in their colleges upto a graduate level, which need not be a very specialised course, in one or two subjects. The residential unitary Universities are the best fitted to cater to the second need of the nation. These Universities need have only advanced teaching and research and will be meant for the best of the students who have undergone the full course in the affiliating Universities. The larger the number of these the better If finances do not permit the same function can be done by federating Universities.

2. They have exercised a fairly large influence, but it has not always been the best.

ARTHUR MORE.

1 (a) Teaching needs more emphasis.

(b) Low paid and unesteemed tutors and lecturers.

(c) No.

(d) Outside control should disappear altogether No Governor General or Governor as Chancellor no nominated members or Governing Bodies, attempts by moneyed interests to establish themselves, through donations in Governing Bodies should not be permitted.

ASRANI U.A.

1 (a & b) None of these has so far received adequate attention or has been viewed with the proper perspective. Main emphasis in teaching has been on lectures and in the absence of a proper tutorial system the teaching has deteriorated into mere preparation for examinations. Provision of and encouragement for research have been inadequate research has been much more theoretical than applied. The contact of universities with actual life and its problems has been so feeble that the applied side of research has been very much neglected. The universities have given no thought altogether to the function of personality-building. They have drifted unconsciously in this matter

into grooves which our former British masters suggested The present day university student, develops by imitation of his teachers and with the help of prevailing traditions the following character traits —

> expensive habits of living distaste for manual work, a desire to show himself off by fashionable dress and glib talking, a desire to advertise himself an ambition to rise in life in point of money comforts and position a disregard for truth honesty or selfless service of the country a general snobbery and superiority complex a lack of enterprise except in matters which bring in publicity position or money

(d) To improve the methods of teaching I would suggest a reduction in number of lectures more tutorial work, more library or laboratory work, more essays, debates, study circles etc.

Examinations are not a sufficient test, even of intellectual capacity in its varied aspects.

ASTHANA, N P

1 (a) Teaching has received some attention the other two (ii) & (iii) need more emphasis now

(b) (c) & (d) There is no personal touch between the teachers and the students Unless this is done the building of character and personality would not be possible. Professors deliver formal lectures and have nothing further to do with the students. Tutorial classes should be encouraged and all the teachers should take part in extra-curricular activities.

2. No.

3 (i) Yes.

(ii) Making full arrangements for research in various branches of knowledge.

ATREYA, B. L.

1 (b) Our outlook on life is responsible for defects in our system and aims of education.

(c) I do not think so

(d) The Universities should aim at educating the whole man, not neglecting his moral and spiritual side.

2. They do so indirectly and unconsciously and not in a planned, systematic and conscious manner But they should not do so unless they themselves are on the right tract.

3 Both. The immediate aim of the University education should be to introduce courses in Human Relations, Right Conduct Right Outlook on Life, and to eradicate indiscipline which prevails among students as well as teachers of the Universities.

AYYAR, G R. NARAYANA.

1 (a) Teaching has received adequate attention. Research & personality-building need more emphasis.

(b) Too much emphasis on passing the Examination has shifted the emphasis on teaching

(c) Yes.

(d) Greater emphasis on the Tutorial system for humanities and Laboratory training for Sciences.

2. No.

3 (i) Long term.

BAJPAI M.A., SHREE NAND DULARE

Teaching, Research and Personality-building are said to be the general aims of University education. Out of these teaching has gone on well, but Research has lagged behind. Personality-building has suffered due to dearth of men of integrity and character and of really inspiring teachers in the teaching profession. The comparatively low social status of teachers is also responsible for this state of affairs. Contact between the teachers and the taught has not been adequate.

Steps to improve the situation in the directions noted above are called for

Universities in India do not today exercise an adequate influence on our national life and thought.

The immediate aim should be to make the Universities more active and effective centres of national regeneration.

BALAKRISHNAIYA, JUSTICE N

1 (a) Teaching has received adequate attention, Research some attention and Personality Building none.

(b) I would propose for Indian Universities, as a general rule, that they should be of unitary and teaching type with manageable number of students and that affiliating institutions should be left over to Government and be managed by Boards of Education.

2. Indian Universities have not so far exercised an adequate and proper influence on national life and thought owing mainly to the fact that the country was subjected to foreign rule.

3 (i) *I am in favour of* both *short-term* and *long-term proposals.*

(ii) The immediate aims University education in India should be to make Universities for men who really desire culture and not to undertake training men for public services. The minimum qualifications for Government service should be Matriculation plus some administrative examinations. The Universities should be open only to men of means and that where brilliant poor students are otherwise available they should be subsidised by good *scholarships. For the* introduction of Vernacular as medium on the formation of linguistic provinces I would prefer a long-term proposal. As a short-term proposal I would suggest the continuance of English as medium of instruction.

BARDOLOI HON'BLE DR. GOPINATH.

1 (a) Teaching and only in a few Universities research have been the aim of the Universities in India. Few Universities, if at all have laid any stress on character building. In my opinion, in free India, personality and character building must also be a principal aim of the Universities.

(b) The failures in attaining all these aims are many but principally in the matter of teaching quantity of graduates rather than their quality seem to be the main aim of teaching. For the same reason the level of research work must necessarily be low In the field of personality-building, few teachers give proper attention to it. Want of residential system in most Universities and Colleges prevents serious attempt by educational authorities in the field of character and personality building.

(c) Already replied in (b) above. The standard of *teaching* is going lower and lower in every way Of late, there has been a tendency with some Universities to become popular by giving a larger number of passes Instances have not been wanting where teachers have connived at mal-practices by students for securing pass marks in their examination. This is degrading even the existing level of education.

(d) In order that the present system of education may be reoriented in the Universities and Colleges the Governing Authorities of the universities should—

(i) *raise the standard of courses of study*

(ii) insist on teachers of higher calibre.

and quality while affiliating colleges in a teaching University the Professors, Lecturers and Readers appointed should similarly be highly qualified.

I would even in the beginning bring down the population of University students to a very smaller number in order that we may have proper type of teachers to train our students. This would mean also that the standard of University entrance examination must be higher than now

(iii) I would like to do away with Universities which are merely affiliating and would concentrate on having residential and teaching University Even other institutions from which the Universities draw their students should as far as possible, be residential in character

2. I am afraid, the Universities in India to-day have not yet been able to exercise adequate and proper influence on national life and thought although it must be admitted that some of the products of the universities have exercised certain influence on national life and thought.

3 I do not quite understand the question. I agree that it may not be possible to put into effect the ideals of a true University all in a day

BHAGWAN DASS.

1 (d) All educational institutions should give cultural-cum-vocational instruction and practical training, taking every care to discover the vocational aptitude by congenial temperament in the case of each student.

2. No they do not. They give only what has been rightly named herd-education

3 I do not understand what is meant by short-term aspect and long-term aspect. If by the former is meant, that only those that seem outstanding defects should be immediately remedied by patch-work temporary measures, there I entirely disapprove of such. We should clearly define to ourselves the *essential aims* of education and shape *our means* accordingly Seeing that our institutions have been working along wrong lines for nearly a hundred years now or more, the re-orientation will no doubt take at least a decade But that should not discourage us. Work should be started at once in at least one large college and two or three scores of schools in each province.

BHASHYAM, K.

1 The Universities in India do not exercise any adequate influence on national life and thought. Education being mostly in English, educated man to-day is widely separate from the ordinary people and has no touch with the masses. There is a wide gulf between the two and therefore, it is necessary that University education must be more or less in the regional and national languages so that the educated man may feel at home with the uneducated man, may understand the difficulties of the common man and strive to ameliorate his condition.

BHATIA, H. R.

1 (a) Universities in India devote most of their time to *teaching* only and research is the option and choice of bright teachers. No doubt there are outstanding names in the field of research but the general mass of University teachers are apathetic. A large number of them have neither the necessary intellectual acumen nor the time for it. Personality-building is not stressed though the discriminating element in the universities is keenly conscious of the need.

(b) Examination results and divisions secured determine the appointment and promotion of teachers. Every University is anxious to lay down certain minimum qualifications for the teachers and these consist of examinations and divisions. One prominent University will not appoint anybody less than a first class and if it cannot be helped such non-first class teachers are never confirmed. It is not uncommon to find first class graduates failing miserably in the class-room. In their turn such teachers put too much premium on examinations and the best student neglects every other activity in the academic and social life of a College or a University to secure a good division. Books

are his main interest. Clear and critical thinking, clear accent and expression, intellectual alertness, sociability artistic talent, interest in games public speaking and social life, do not count at all and therefore do not attract the most intelligent student. Success in the examinations is mostly in the hands of teachers themselves and therefore students develop a sort of passivism accepting what teachers say Since critical thinking on the part of teachers and students means more work to the teacher it is conveniently tabooed.

(d) Teachers should have the academic freedom to present the subject matter from whatever point of view they like best. The syllabuses should be more general, the teacher should plan his work and work his plan The example of pre war German universities is commendable.

Efficient and creative teaching will stimulate pupils to inquire, question and investigate, and ultimately help the cause of research.

Interest and achievement in extra-curricular activities in the College or University should contribute to students record, and such social and moral qualities as make for a healthy democratic way of life should count towards individual merit.

BHATTACHARYA, DR. A. K.

(a) (i) Teaching Received adequate attention.

(ii) Research Needs more emphasis.

(iii) Personality-Building No attention has been paid so far

(b) (i) More financial aid to the Universities for Research expenses & fellowships and more time to be allowed for teachers intending to do research work or guide research.

BHATTACHARYA, D R.

1 (a) 1 Teaching has received attention but needs to be more intensive.

2. Research needs special attention.

3 Personality-building needs more emphasis.

(b) Failures and defects are due to

1 Lack of funds and inadequate staff.

2. Lack of proper environment & ethical training and insufficient arrangements for extra-curricular activities, particularly games and sports.

3 Lack of facilities for physical Education

(c) Standard of teaching has been maintained at a high level, but is capable of improvement. The students are unable to take full advantage of it because standards in schools and Intermediate Colleges have gone down

There is room for improvement in the standards of examinations not only in this University but also in other Universities by appointing examiners of higher calibre and experience.

(d) We would suggest.

1 An inter-change of teachers between Universities, and Colleges in the country and outside, for special subjects for short periods.

2. Allowing more leisure and facilities for advanced study and research to teachers.

3 The emoluments offered should be such as to attract the best talents of the country and keep them contented.

4 Library facilities should be improved.

5 More funds for securing the latest types of apparatus and equipments for our science laboratories.

2. No

3 (i) (a & b) It should have both.

(ii) A short-term 5 year plan which will be of immediate benefit to the country should be taken up

BHATTACHARYA, PROFESSOR K. K.

(1) I agree that the general aims of University education are teaching, research and personality building. But (a) teaching to a great extent is imparted (b) research to some extent is carried on (c) personality-building is not laid sufficient stress on.

I would suggest (i) better class of teachers, better class of Lecturers and Readers and Lecturers to be recruited if necessary from foreign Universities with adequate salaries. (ii) Less teaching work for Professors and Readers in order to enable them to devote more time to research work.

BHATTACHARYA, SUKUMAR.

1 (a) The Indian Universities have hitherto been mainly examining bodies. Since the World War I some attention is being paid in the older Universities to (i) teaching and (ii) research. From the very nature of their organization the Universities in India could do little towards achieving the third aim In the new set-up the Universities should give more emphasis on all these three aims instead of concentrating merely or mainly on examination and conferring of degrees.

(b) Literary aspect was over-emphasized in the educational system. The products of the University were to be employed to help the administration in subordinate services. Hence the aim of University teaching was to turn out men who could write and express themselves correctly in English. Teaching and research naturally occupied a subordinate position. Lack of adequate finances was also an important cause that help up research and teaching. In the absence of substantial help from public and private funds, the Universities were handicapped in their work.

(c) The average standard has gone down.

2. The influence of the Universities on national life and thought in India cannot be denied. But it has been far short of the ideal on account of the handicaps under which the Universities have hitherto functioned. Alien domination did naturally stand in the way of vitalising the nation through University education Further higher education having been confined only to a few national life and thought could not be properly and adequately influenced by the Universities. Modelled on Western ideas they could not naturally fulfil their function as sources of inspiration to Indian people who have a heritage of their own.

3 Any plan of reform should be based on a long-term aspect. The short-term if any should be supplementary to the long-term.

BOYD REV A. J

1 (a) In the West, (i) and (ii) have received more or less adequate attention in India, only (i) Neither the West nor India seems (of late) to have paid as much attention to the ultimate objects of education as one could wish.

(b) Lack of proper conceptions of what we are trying to do complicated by paucity of Finance, and consequent overcrowding.

(c) No

(d) I do not consider that the prime necessity is of re-organisation or reorientation (1) Universities and their constituent Colleges need more money (without more Government control) and (2) there is a need for more institutions which, within an all-inclusive University shall have a strong positive character of their own (based on religious belief) besides high academic standards. (3) Not all research should be carried on in special research centres it should also be carried on where undergraduates are being taught, by those who are teaching them

2. It would be unwise to be complacent about them but they have played a big part.

3 I see no reason why the distinction between long-term planning and short-term planning should be specially stressed. It is also not possible to generalise about Universities so widely scattered, and so diverse. But I am sure that the immediate demand for increased scientific man-power must not be allowed permanently to obscure the more fundamental need for better all-round citizens and thinkers.

CALCUTTA, UNIVERSITY OF

1 (a) No. (iii) has not received that amount of attention which is its due.

Teaching and research have been fairly dealt with by the university

(b) The reasons for failure in regard to (iii) are many

(i) The existence of alien rule with its attendant evils.

(ii) The desire for securing freedom led to attack on authority as then constituted with its consequent reaction even after the attainment of independence

(iii) The world is now in a state of firment

(iv) The seat of learning in Calcutta is located in the most highly developed industrial area in India with constant dispute between labour and capital. This has greatly affected discipline

(v) The story of Bengal during the last seven years of war flood, famine, communal squabbles and partition has had effects upon discipline and upon personality-building

(vi) Economic difficulties, including terrible food shortage in the province, have added to a sense of disappointment and frustration

(vii) Over-crowding in Colleges does not permit that personal contact between the teacher and the pupil which should be the aim of every University In other words, Bengal along with the rest of India has been passing through a revolution political, social and economic. Its consequences both historically and psychologically are well-known.

(c) The Universities in India have maintained fairly high standards of teaching and of examinations. The question of uniformity does not arise. The University is not a machine.

(d) The re-orientation of present system of education in Colleges and Universities requires the careful consideration of an impartial tribunal like the present Commission.

(i) The psychological outlook of the guardians, the teachers as also the pupils must undergo a thorough change. The University is not a soulless machine neither is it a service securing agency

(ii) Education should be the policy of the nation but not its politics

(iii) The Universities and Colleges should have adequate financial guarantees so as to be able (a) to give better salaries to the teachers, (b) to afford social and other amenities to the teachers and students, (c) to focus the attention of the students and teachers to original thinking and original research (d) to establish much greater personal contact between the teachers and the pupils than at present.

2. Universities in India, today should exercise adequate and proper influence on national life and thought. All our leaders of thought and action in the country are the products of our Universities. It must be emphasised, however that the Universities in India have been somewhat theoretical in character and sometimes they are divorced from realities.

3 (i) Yes.

(ii) The immediate aim of Universities in India should be to introduce disciplined thought amongst students. This can be done in a variety of ways. Each University must have its own methods. The problems of Universities differ from one another The amelioration of the condition of teachers and the greater recognition of their responsibilities should be the next aim. Mere prescription of curricula of studies, or mere attention to effect standardization and uniformity will produce a soulless and dull academic organisation.

CENTRAL COLLEGE BANGALORE, (STAFF)

1 (d) The main remedies are

Providing a course of liberal education with the Humanistic and the Scientific aspects properly balanced for a large number of students who come to the University for a Degree as a recognised qualification for employment in the various administrative services and providing the best facilities for a select few for the highest standards of specialised study and research in the Arts and Science subjects.

CHAKRAVARTI, C C.

1 (a) Research and personality-building need more emphasis now

(b) Teaching suffered from want of funds in respect of proper accommodation equipment etc. Best scholars could not be attached to the teaching profession. Courses of study were not framed for the best interest of the country these were laid down more or less for meeting the requirements of the Services only Research was mostly of the academic nature, having little or no relation with the industries or the requirements of the country Personality-building was not considered to be of any importance or was not considered to be a part of the aims of the University

(c) There does not exist any means for judging it.

(d) Admission to the University should be restricted to those only who are likely to profit by the University courses. Intermediate courses should be abolished and three years courses for the first degree should be introduced. More emphasis should be given to the fundamentals. Discipline among the students as well as the staff should be more strictly enforced upon. No student or teacher should be allowed to take part in active politics. Spoon-feeding type of teaching should be discontinued Publications of short-cut books should be banned. Merit of a student should not be judged only by the marks obtained in one or more formal examinations. Systems of examinations should be thoroughly reformed so as to find out the best of a student. Examinations should not be so formal as now

2. No

3 So far as Engineering education is concerned there should be a short-term aspect to meet the immediate needs of the country with minimum modifications of the existing system leading upto a long-term aspect to raise the standard to a level comparable with highest anywhere.

CHATTERJI, B. N

I. 1 (a) Only Teaching has received attention to the neglect of the other two

(b) Research has been neglected on account of lack of academic atmosphere research facilities and recognition of merit of teachers. Further teachers are called upon to do too much teaching work which leaves them little time to do research work.

(c) No

(d) (i) Best available teachers should be appointed.

(ii) Encouragement should be given for doing research work by the award of research fellowship.

(iii) Every facility should be given for research work in the form of well equipped libraries and laboratories.

(iv) A proper academic atmosphere should be created in the Universities and colleges.

(v) The work of the teachers should meet with due recognition.

(vi) Teachers should be paid adequate remuneration so that they may be free from financial worries.

(vii) Teachers should be given less teaching work than at present.

(viii) There should be less spoon feeding and the students should be encouraged to cultivate the habit of reading and independent thinking. This will necessarily bring the students into closer touch with the teachers.

(ix) The curricula in a number of subjects require widening so that the students may have a wider range of knowledge.

COYNE, REV A. M.

DUHR, J

2. The Universities in India have certainly influenced national life and thought as they are to a great extent responsible for the education of the present generation of political leaders. But in the last twenty-five years—largely because they were institutions under foreign control—they did not sufficiently influence the political and economic life of the country. The Universities have not produced works in any vernacular nor in English in sufficient numbers to supply higher education with books that could compare favourably with the books produced in any country with an independent status.

DAS, U

1 They agree that the aims of the University education are as stated.

(a) Teaching along seems to have received attention everywhere. "Research" has been successfully pursued during the last many years in some of the Universities. Very little attention has been paid to "Personality-building" and should, therefore, receive special emphasis.

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(b) It is not easy to lay down here the causes for failures or defects in working out the aims, as they are not the same in all Universities. Inefficient teachers, bad control and entry of men of political leanings into University bodies may be mentioned as some of the causes.

(c) No In almost all Universities undoubtedly there have been unfortunate lowering of standards of teaching and examination *during the last* many years.

(d) No special re-orientation of the present system of education at the Universities and Colleges seems to be necessary In the contemplated re-orientation steps may be ensured to give bias for national and inter-national outlook.

2. Almost all the existing Universities in India having had their birth during the period when India was under foreign domination, it should be obvious that they could not exercise proper influence on national life and thought.

DASANNACHARYA, DR. B

1 (a) None (i) Teaching has certainly received the greatest attention, but not sufficient. (ii) Research has only received nominal recognition neither the authorities nor the students can take real interest due to inadequate financial backing (iii) Practically no effort is made systematically

(b) The Indian Universities were always lagging behind the English model universities—London (teaching University primarily) and Cambridge (Residential and Research) The lag is not only in ideas, but also in financial assistance from the Government of the country Only second or third rate men were available from England to guide and no initiative was allowed to Indians.

(c) Compared to standards in Germany England and America (I *am writing from personal knowledge) the standards* are poor in India.

(d) (1) *All undergraduate work* should be eschewed i.e., separated from University work. (2) The present emphasis on *numbers* i.e. large admission should be discouraged. (3) *Idolising of sports* and cinema have created the impression that higher education and research is only for getting a livelihood and the emphasis can be reversed by popularising, lionizing scientific starts and aces. (4) *Quality* should be the watch word e.g. it is not the number of papers published but the quality and worth of the papers that should be emphasised.

2. Yes, it must be credited with the awakening of life and scholarship in every field of human endeavour

3. *(i) (a) & (b) Both. (ii) Short Term (a) Increase of grants* (b) Increasing in the strength of staff (c) Permission for engaging in private tuitions and chairmanships of sports committees and clubs should be discontinued separate paid staff should be required for sports activities (d) every member of staff should be required to engage himself in research and in increasing his scholarship (e) Over-crowding of

classes should be checked. (f) Strict watch and record should be kept of the progress of teachers by a committee of the institution itself and whose enquiries should be conducted non-confidentially

(b) *The long-term* aspect should be to start more Universities. For a population of 10 millions, Canada has well nigh 15 universities and what can be said about the 20 and odd universities of India for a population of 300 millions.

DATTA, DR. G. L.

1 (a) Teaching has so far received adequate attention although with poor results in our Universities. Research has received very little attention whereas personality-building has received absolutely no attention so far

(b) The students are expected to prepare the text themselves without any adequate help from the teachers in the form of tutorial work. General lectures, too which are helpful in forming the back ground so necessary for co-relating the various parts are seldom arranged in our Universities.

(c) In some cases, yes but not so in others.

(d) (i) Boys with less than 50 per cent. marks in the Matriculation or qualifying examination should not be allowed to proceed for higher education at the University or college.

(ii) The number of tutors in each subject should be increased and the Lecturers in the Universities should be recruited from among the tutors. This step will attract brilliant young men in the institutions for tutorial work. The tutors should also be required to do research work. While appointing Professors in Universities and colleges research work should be taken into account. The presence of persons who are in forefront and are in touch with the advancement of the subject is likely to stimulate young students to take keen interest in the subjects.

DATTA, S.

1 (a) Not one of these aims has yet received adequate attention. The reasons are being stated under (b) It seems that teaching and personality-building should have more emphasis now

(b) The reasons why the above aims have failed are that —

(1) Too many undesirable students with less than minimum equipment come into the Universities. (2) Too much stress is given on cramming in examinations. (3) Although there is a good deal of teaching, it is generally confined to mere lecture work in crowded classes. (4) Research facilities particularly in the Science Departments are inadequate.

(c) The standard of teaching is more or less uniform in the different Universities but I cannot say the same with regard to the standard of examination

(d) The following suggestions are offered —

(i) Admission should be restricted to properly qualified candidates. This is not difficult to achieve academically But there will be political agitation, if students are not admitted to University courses in large numbers. To minimise this demand the education imparted in the Secondary stage should be made complete in itself so that for ordinary avocations in life no one need enter in the University Thereby the private colleges would no doubt be handicapped for lack of funds but Provincial Governments should stop the policy of drift and give adequate financial assistance to Colleges which maintain good standards and take in students who are likely to benefit by University education. The other Colleges will languish out of existence automatically

(ii) The more important thing is to change the type and tone of question papers—at present difficulties come from two sources. So far as internal examiners are concerned, it is a question of the distribution of patronage, and a small coterie with minimum competence and a good deal of power for intrigue, manage to get the lion s share. The external examiners are generally chosen for their reputation but they are very often busy men who have little time to think about the books or subjects about which they are asked to set questions. Both these groups generally set questions that encourage cramming and teaching becomes more or less superfluous. It seems that larger and larger numbers of teachers—not lawyers or medical men who may be distantly connected with a teaching institution—should fill the Boards of Studies which select text books and appoint paper-setters and examiners. I am even prepared to go so far as to recommend supply of books in the examination hall, as some of the American Universities do and set intelligent questions which test thorough knowledge and proper assimilation of the subject.

(iii) Less attention should be paid to mass lectures and greater attention to tutorial work. Classes should be smaller so that there may be greater chance of personal contact. But mere provision of tutorial facilities will not suffice unless the chances of success in examination by cramming are removed In some Government Colleges there is some provision for tutorials but it has failed because the students found that crammed books rather than tutorial assistance are the better guide to success in examinations.

(iv) For raising the standard of research work more adequate facilities should be provided and in order to do so there should be greater co-ordination amongst the different Universities so that further degree of specialisation is possible by avoiding duplications.

2. The Universities do exercise influence on national life and thought but it is not considerable. It seems that the real reasons was that University education in spite of all the good it has done, was an alien system it had not struck its roots deep into national life. It is expected that the influence of the Universities may grow in free India.

3 (i) Yes.

(ii) Yes.

(iii) The immediate aims of University education should be to give up its control over Secondary Education and concentrate on improvement of teaching by making its curriculum broader and re-orienting its examinations so that they become a test of intelligence and of know ledge rather than of memory

DAYAL, BISHESHWAR.

1 It has been the fashion for every one to run down the Univer sities. In my opinion there are defects in Universities and they re quire improvement. But the Universities are being run on a much better line and in a more satisfactory manner than some Departments of Government.

My own feeling has been that the students in the Universities are not of the type and standard which should be in Universities. The training given to them at the Secondary stage and Primary stage is not sat isfactory A very important point in the training of any young boy is character-building and discipline. The education of young men at the Primary and Secondary stage requires considerable improvement.

DELHI UNIVERSITY TEACHERS' ASSOCIATION DELHI

1 (a) Hitherto teaching, in the form of class lectures, often to overcrowded classes, has been the primary function of most colleges and Universities. This teaching has generally been of a purely mechanical character and its aim has been coaching on a mass scale for particular examinations. Teaching in the broader sense and the only sense in which it has significance or value in life has been the exception rather than the rule.

While value of research has been admitted in theory research has hardly ever received the emphasis it deserves.

In respect of personality-building the record of Indian Universities tells a story of lamentable failure.

The emphasis, therefore, should be on all the three with, perhaps some extra emphasis on (ii) and (iii)

(b) *Teaching*.—Failure in this respect is due to a multiplicity of factors which have acted on and aggravated one another. Some of the major factors are :—

1. Emphasis on lecturing at the expense of teaching.
2. Overcrowding in classes.
3. Admission of students unfit to pursue a University course.
4. Lack of adequate equipment in Colleges.
5. Unselective appointment of teachers and efforts to obtain them cheap.
6. Low salaries paid to teachers who have to seek other sources of income and are, therefore, unable to regard teaching in the light of anything better than a bread-winning proposition. Unsatisfactory service conditions have aggravated the position.
7. Lack of tutorial facilities in Colleges and consequent lack of contact between teacher and student.
8. Regarding success at Universities examinations as the sole aim of the student and the sole test of the efficiency of the teacher.
9. The desire on the part of the student to obtain a degree with the minimum possible effort and within the shortest possible time.
10. Lack of discipline among students as a result of political ferment in the country.
11. The mental attitude of the average guardian which is in complete accord with the mental attitude of the average student as indicated in 9 (above).
12. The virtual impossibility in this country of obtaining a lucrative job without a degree—which is primarily responsible for the mental attitude indicated in (9) and (11).
13. The existence of Colleges which are inefficiently managed, poorly staffed and inadequately equipped.

(ii) *Research*.—Some of the factors obstructing the development of research in Indian Universities are :—

1. Lack of vision on the part of those responsible for the organisation of University teaching and the fact that, in practice at least, in most Indian Universities, conducting examination and awarding degrees seem to absorb all the available energy.
2. Successful research workers must be caught young and their inclinations and capacities encouraged and developed.
3. Comparatively slender resources of most Indian Universities.
4. The general industrial backwardness of the country which is unable to make use of the results of such research as is done.

(iii) *Personality-building*.—Generally speaking, no honest attempt has ever been made to achieve this. Few Universities have a University life. The lack of contact between teacher and student has already been referred to Worse than this lack of contact is the fact that, under present conditions, even students themselves lead isolated lives intellectually Apart from some rare instances students organisations, run by students themselves on sound lines, to provide meeting ground for all sections of students, are conspicuous by their absence. Without the cultivation of a corporate University life, personality-building is impossible. In India the problem is further complicated by the existence of purely affiliating Universities.

(d) The standard of examinations qualifying students for admission to Universities should be high enough to weed out students unfit to pursue a University course.

DIWAKAR, R. R.

1 (a) Teaching has been attended to so far I am of the opinion that Universities should emphasise research and personality-building.

(b) The main defects are that there are very few residential Universities and hence there is far less personal tuition and contact between the teacher and the taught. Personality-building has not been attended to at all as a special function of the Universities. Most of the present Universities are mere examining bodies. They must become research centres.

(c) All Universities have not maintained high levels. Thus there is no uniformity Uniform standards at least as regards statutory Universities are essential.

(d) Universities should develop research departments and those should be necessarily residential. Personality-building should be looked upon as a special function and responsibility by Universities.

2. No The main reason is that the medium of instruction is English. The University educated people become isolated. They do not feel that it is their special obligation to give back to society what they have received from it.

3 (i) Yes.

(ii) The short-term aspect should concentrate on research and dissemination of knowledge in the provincial languages and personality-building. There should be an attempt at taking up also applied science.

DONGERKERY S R.

1 (a) Teaching, or diffusion of knowledge, has hitherto received adequate attention in Indian Universities. At the end of the first World War the importance of research came to be recognised, and it has since then been receiving increasing attention in our Universities. Still greater emphasis, however needs to be placed on reasearch. Personality building, as an aim of University education, has almost been neglected

in the past. Now that India has achieved freedom to work out her own destiny and has come to occupy an independent position among the nations, which requires her to train up her children not merely as worthy patriots, but also as true citizens of the world, personality or character building calls for the greatest attention from her Universities.

(b) The main objective with which the first three Indian Universities were established, and which continued to govern policies of University education for nearly half a century was the training up of an army of clerks and minor officials for running the machinery of British administration. Even the British Universities first began to realize the importance of reasearch as a legitimate function of Universities only after the commencement of the first World War The economic poverty of the people and the urgency of acquiring knowledge for earning a livelihood made the Indian student more eager to qualify either for an administrative post, or for one of the learned professions, than to devote himself to research. It was only as a consequence of the impetus received from the War for the rapid industrialization of the country that scientific studies and research began to attract his attention. The heavy cost of equipping scientific laboratories has, however prevented the Universities in our country from devoting greater attention to scientific research. As for personality building, the absence of close contact between the teacher and the taught, the lack of opportunities for a corporate life and for extra-curricular activities owing to lack of funds and the unattractive conditions of service of the teaching profession, which keeps away some of the best men who could guide, influence and inspire the lives of the student community are cumulatively responsible for the failure of our Universities to achieve this aim.

(c) Some of the Universities, especially those which were first established and which have developed high traditions of scholarship have attained fairly high standards of teaching and examination. The increase in the number of students, and the difficulty experienced in securing and retaining the services of highly qualified teachers in the face of keen competition from Industry as well as from the Government, both of whom offer more attractive terms, have inevitably caused some deterioration in these standards. Uniformity of standards is wanting among the Universities although the practical necessity of keeping them high enough to secure equivalence from sister Universities for the benefit of migrating students has had a toning-up value.

(d) A few of the concrete steps necessary for reform are —

(1) An increase in the number of our Universities to enable the existing ones to function effectively the new Universities being of both the residential and the affiliating types

(2) A closer co-ordination and co-operation between the Universities so as to avoid waste of money and effort

(3) The freeing of Universities from government control, *e g* in the matter of the affiliation of Colleges

(4) Giving the academicians a larger voice than they have today in the internal administration of Universities

(5) Adequate financial support from the Provincial, or State and the Central Governments, which would enable the Universities to expand their research programmes and to pay their teachers adequately

(6) Providing courses of study which will develop all sides of the student's personality—especially his character—and make of him a cultured person and an enlightened citizen, while providing him with the intellectual, moral and physical equipment necessary for earning an honest livelihood This can only be done by ensuring a proper balance between cultural subjects and those needed for specialization in a profession or business

(7) Providing a larger number of scholarships and fellowships to enable the poor but able student to pursue his studies without having to worry about the means of his subsistence

(8) A radical improvement in the economic condition and status of University teachers

(9) Providing greater supervision and control, and facilities for closer contacts between teacher and student, and students *inter se* - by means of hostels, gymkhanas, debating unions, sports games and extra-curricular activities on a larger scale

(10) Bringing the Universities into living contact with the public, especially the worker and the citizen who want to improve their intellect and widen their knowledge by means of extension lectures, adult education and other similar activities outside the University campus

(11) Starting new departments of study which have acquired importance in the context of India's role among the nations of the world

(12) Encouraging the study of Applied Science in those branches in which the Universities have natural regional or other facilities

(13) Training up students as citizens of "One World" free from racial religious or communal bias.

DORAISWAMI, M S.

1 (a) Teaching has received more than its share of emphasis true Research in the sense of an original contribution to learning has, except by some Indian Universities, been neglected.

The development of character and personality have, I am afraid, been totally neglected.

(b) Failure to build up character and personality is mainly due to the ideals of mass production of graduates and lack of vital contact between the teachers and the students.

(c) No of late, most Universities have tended to lower their standards in response to popular clamour

(d) (i) Limitation of numbers admitted to University courses of study to those who can really profit by them

(ii) Enhancement of Tuition of another fees (with, of course a liberal provision of Bursaries and Scholarships for the poor but deserving students)

(iii) The residential type of college and University to be developed and the examining and coaching types to be discouraged.

(iv) More real contracts between students and staff.

DUBEY A. P

1 (i) The teaching, though not superlatively good as compared with Oxford, is not bad. The unbridgeable gulf lies in the learning and personality of teachers.

(ii) & (iii) Research is poor character building is a big Zero

DUBEY PT K. L.

1 (a) All have received inadequate attention the attention to formal teaching has been less inadequate.

(b) Almost all failures and defects in University system may be traced to a departure from the central conception of a University as an institution for education of the best of the youth by intimate and prolonged intellectual contact with the senior teachers of knowledge in its various branches.

(c) I do not think so.

(d) The first requisite for the reorientation of the present system would be that efforts on a national scale for drawing up an adequate panel of first class men of knowledge character and determination who will be placed in charge of the teaching and research departments and the corporate life of the various Universities in India. Similarly young men of promise should be selected for advanced study and training abroad with a view to their subsequently filling Universities posts. Men from outside India should be freely appointed, where necessary

Necessary financial provision should be made not only for buildings and equipment but also for enabling the teachers and the taught to live together in day to day living contact with each other

2. No particulars in respect of guidance in the social and cultural life of the community

3 (i) Yes.

(ii) Progress in the direction indicated in 1(d) above and

(i) more residential accommodation for University teachers and students

(ii) the development of the Departments of Applied Sciences International Law various aspects of Indian Culture Indian Languages, etc.

(iii) social and economic surveys

(iv) military training.

DURGA DASS.

1 (a) Teaching only Research has received little attention and personality building the least. The last needs serious emphasis.

(c) I can say nothing about uniformity but the level of teaching in the Punjab has been tolerably good.

(d) I would make the following suggestions —

(i) Less attention be given to Arts side and greater stress be laid upon teaching of scientific subjects.

(ii) Admission to Colleges should be limited. At present more attention is being paid to quantity than to quality Universities are generally graduates-producing machines. In the Colleges, all efforts are concentrated on pass percentages.

2. I do not think, Universities in India exercise any appreciable influence on national life and thought. At present they encourage cram and not thought

EAST PUNJAB UNIVERSITY

(a) None has received adequate attention though some attention has been paid to teaching and very little to research. In practice, personality building has not been regarded an objective of University education, and has been largely ignored.

(b) For a long time, Universities in India were under bureaucratic influence and the Government of the time, for various reasons, was not sympathetic to research work. They were not even anxious to develop education on the right lines. Efforts were made to impart teaching but the purpose of that also was limited, partly because, the Government was interested only in a particular kind of teaching, and partly because the medium of instruction was a foreign language. It may also be said that Indian public opinion did not exert itself sufficiently in the sphere of University education. The following are the main reasons for defects in teaching —

1 Properly qualified teachers were not available.

2. Where teachers with requisite qualifications were available, they were not willing to join University service because of low emoluments.

3 At later stages recruitment of the right kind of persons was hampered because of communal and political considerations on the part of the authorities.

4 Most of the courses of studies at Indian Universities were not related to Indian life and conditions

5 There was no proper tutorial system which is the back-bone of academic life.

6 Effective facilities were not afforded to talented scholars belonging to poor families.

7 Some denominational and private institutions lowered the standard of education by making admissions cheap

The main reasons for defects in research are as follows —

1 Want of properly equipped laboratories and libraries.

2 Want of adequate grants by the Government and lack of endowments.

3 Absence of co-ordination between institutions of research on the one hand and industry and Government on the other

4 The pioneers of University education in India did not set up traditions of research in this country

(c) The standards maintained by the Universities are fairly high in certain branches but not uniform.

(d) The re-orientation of the present system of education should be on the following lines —

(i) There should be a distinct demarcation between the two types of education—one meant for the ordinary Pass course students and the other for the selected few who may like to qualify for the Honours Degrees.

(ii) The Universities should concentrate their attention on the second type of education. The first should be left to the Colleges.

(iii) There should be a serious effort to bring intimate contact between the teacher and the taught so that teachers may be in a position to help the development of the personality of their students.

(iv) Both the Universities and the Government should make it a point to encourage talent among the students from the earliest stages by providing a scholarship ladder

(v) Every University should be required to make arrangements for research and provide facilities for research in a number of selected subjects.

(vi) An attempt should be made to impart moral values through direct and indirect teaching.

(2) The influence exercised by Universities on national life and thought is considerable and has increased during recent years but is not adequate.

3 (i) The change-over from English to our own language as media of instruction should be the short-term aspect. The same should be the case with that branch of research which has a bearing on our industry aeronautics, nutrition, agriculture, medicine, engineering, atomic energy and education. In all other matters the development of University education should have a long-term aspect.

(ii) As regards the change to be introduced in the medium of instruction, the aim should be to have the education imparted in the mother tongue upto the secondary stage and in the higher stages it should be in the national language. So far as the other matters are concerned the aim is to produce competent teachers, efficient administrators, skilled technologists, trained engineers, industrial research workers, humane medical men and far-sighted leaders and to improve the agricultural and economic resources of the country cannot be turned into a University

(b) In certain subjects, particularly in most prominent branches of science and also in Economics, Languages (classical, foreign and modern) and for post-graduate and research work, the teaching should be confined only to the University and need not be attempted by each of the affiliated colleges. This will not only raise the standard of education, but will also be economical in the long run.

3 The University must have control over its affiliated and constituent colleges in the following matters --

(i) Standard of teaching.

(ii) Academic qualifications of teachers.

(iii) Salaries, grades and terms of employment of teachers.

(iv) Equipment of laboratories and libraries.

(v) Standard of sports.

(vi) Scale of fees.

(vii) Residence of students.

4 We favour territorial limitation but not linguistic. Each University should provide for the preservation of linguistic and cultural traditions of compact minorities, settled within its territory

(b) If however it is considered desirable to permit an institution situated within the territory

G B B College Muzaffarpur (Bihar) (Staff)

I University education in India in its present form has been developed after the advent of the British and has till now governed largely by the needs and conditions of British rule. Academic aims and the needs of Indian Society were only too often been ignored or given a subordinate place. The importance of University education as a most vital factor in nation-building was not sufficiently realized by those in authority perhaps because nation building was not one of the aims of British

rule. The resources allowed to the Universities were extremely meagre and their power to manage their affairs was very much circumscribed Their function in effect has been mainly to manufacture material for the government services and a few other professions. The organization and administration of the Universities has frequently been dominated either by the Government or recently by other non-academic elements. Very little attempt was made to bring the Universities into an organic relationship with the Indian people and their culture or to stimulate students and teachers towards the ideals and the practice of social service.

Teaching, research and personality-building are really means for these aims. Of them teaching alone has received some attention in Indian Universities. But teaching, too has been hampered by the indiscriminate admission of students, the lack of research and specialization and the stress on the giving of degrees as a passport to a career Personality-building has been neglected and will continue to be neglected, so long as exclusive attention is given to lecture-work.

It will of course be necessary to increase the present number of residential universities The growing demand for higher education cannot and should not be met merely by multiplying each year the number of students admitted to Universities and colleges, with only slight addition to the staff and the equipment. More and more students are coming up from the schools every year The universities have to secure better trained teachers than the average to-day If the prospects and conditions of work for teachers are improved and research workers are encouraged, it will be possible to attract abler scholars to the universities, and the quality of academic work done by the present teachers will greatly improve. Our Universities must give vastly greater stress on the sort of intensive tutorial work done in the British and other Western universities, for lecturing by itself is not enough.

We must also ensure that only the intellectually keen students, with talent and taste for higher studies comes to the universities. For earning a livelihood alone, it is neither desirable nor necessary that a student should attend a University

To select the suitable types of students, therefore, there should be an entrance examination for admission to the Universities examinations.

Perhaps it will not be necessary for the universities to control secondary school education in view of the entrance examination suggested but in the planning of reform of the letter the universities ought to be given a say

The universities must be freed, as completely as possible, from control and interference by Government, non-academic bodies and groups. A good deal of the present inertia, the present inefficiency and corruption in the universities is traceable to the subjection to Government and other non-academic influences. The peoples representatives in the Government and the guardians must, of course, advise the universities and assist them.

GHOSH, J

I. (d) It is a big question. The following concrete steps come uppermost in my mind —

1 The number of independent Universities should be increased.

2. Science and Arts teaching Colleges under any University should be financially independent of each other Internal administration should also be independent.

3 The University will co-ordinate the academic activities, hold examinations, confer degrees etc.

4 Technological Institutions should also be financially independent.

5 There should be sufficient Government aid for every institution

6. Special attempts should be made to raise money from the highly rich persons or business organisations. Special taxation may be levied if necessary

7 The public and the Government should realise that investment in education is the best form of investment.

3 (ii) Immediate aims of the Universities should be to encourage and organise scientific and technical institutions both for teaching and for research. Special emphasis should be given to such studies and research as will directly help the industrial and agricultural development of the country

GHOSH, P K.

3 (a) Only teaching has received adequate attention so far in most Indian Universities greater stress has to be laid on Research and personality building.

(b) Failure to sponsor "Researches" in Universities is chiefly attributable to lack of finance as to "personality building" average Indian educationist does not attach much importance to this aspect of education.

(c) No.

2. Not to the extent expected of Universities.

3 (a) & (b) Any satisfactory plan for the development of University education in India must be on a long-term basis A makeshift arrangement in implementation of a short-term plan will render the position worse.

GUNJIKAR, K. R.

1 (a) Teaching generally through affiliated colleges has so far received the greatest attention. Research has received less attention and personality building the least.

(b) The reasons for failure are —

(i) Large number of students entering the university resulting in general lowering of standards.

(ii) There being comparatively less openings in industry commerce, army etc., students poorly fitted for higher education enter the university

1 (d) The remedies are —

1 The general standard of teaching both in schools and universities should be improved by adequate remuneration to teachers.

2. Prospects of employment in industry commerce and army etc. should be increased.

3 (ii) Immediate aims of university education in India should be —

(i) General improvement with special encouragement to original work.

(ii) Adequate remuneration to teachers through liberal grants from the Government.

GUPTA, J C.

1 (b) Teachers are not properly paid. Since monetary success in modern days is considered to be the only success worth bothering about and money gives people social recognition and respect, we must pay teachers adequately so that they may be respected in society and their profession may attract the best people.

(d) The present system of almost everybody going to College and "collecting" a degree should stop. The bulk of the students must join technical institutions immediately after Matriculation the level of which should be raised at least to the present Intermediate level. Only those who would take up the legal or journalistic or teaching (including research) professions or would take up senior administration posts in Government or in the business world should be allowed to go up to the degree stage. The M.A. or M Sc. stage or stages higher should be reserved only for people who would take up the teaching, research and specialised profession.

2. As regards influencing national life and thought my personal view is that the universities should be strictly non-political. They should merely stress the importance of integrity rationality self sacrifice, personal courage, and the habit of refusing to commit or to submit to any act of injustice.

3 (i) Short term plans, experience shows mean unnecessary and wasteful expenditure. We should build on solid foundations and the immediate steps to be taken should be a part and parcel of the long term plans to be adopted.

GUPTA, M. SEN.

1 (a) Teaching with a view to prepare the boys for purposes of passing the examinations.

(b) Initial stage of education,—basic training—is defective mostly on account of poor salaries offered to the teachers—salaries which could not attract the best and most suitable men. Planning is defective and its execution is still more defective.

(c) Standard of teaching is poor an endeavour is made in certain institutions and Universities to show up a high standard by selective coaching without a thorough ground work.

(d) More emphasis should be given to teaching of fundamentals of a subject in pursuance of a standard and uniform syllabus and at a higher stage teachers should not be fettered too much with a hard and fast syllabus, but should be allowed to present the subject before the students in such a manner as to induce original thinking. For this, a proper selection of teachers is absolutely essential and if this is done, a teacher should enjoy some freedom in assessing the performance of his students and such assessments should receive recognition.

IMAM, J M.

(i) Our universities mainly function as teaching universities and their main aim is to manufacture large number of graduates and add to unemployment.

(ii) Though research work is supposed to be one of its duties, very little original work is done beyond publishing some Routine papers to be read at the Science Congress or for purpose of obtaining promotion. Research as a work of love is absent.

(iii) Very little attention is paid towards body-building. With the exception of a few who took part in sports, the others spend their time in cinemas, Hotels or in idle walks.

(a) It is only teaching that has received some attention. The other two aspects have not received much attention.

(b) Failure to develop research It is true that every University has made some provision for research. But it is believed that the facilities and encouragement given are not adequate. It is also said that the teaching work comes in the way of their original work. For younger men, proper guidance is lacking. Research work should not be carried on with a mercenary motive. It must be done as a work of love for its own sake.

(c) The standard of teaching and examination is not of a high level. At least it is not of such a high level as it was twenty years ago

2. I cannot state that the Universities in India have influenced National life and thought. The worst form of communalism and communal

spirit prevails among the educated while it is absent among the lesser educated and the uneducated This is because 95 per cent. of the students that enter the portals of the University enter with a mercenary motive. Their intention to have University education is not to acquire culture or to serve the country or to be useful to the Society but to get some Government job or post and to make mercenary use of it. The atmosphere in the University is changed with communal bias. Communalism plays an important part in admissions to the Colleges, in awarding free-ships and scholarships in the appointments of professors and lecturers. Students realize that it pays them to be communal minded and the same spirit and attitude is maintained after their College career Of the total number of graduates manufacturers annually ninety percent of them are after government jobs, fishes of loaves. Since the Government also is run on communal lines in spite of the tall talk of being secular shape, it pays to the applicants to put forward their claims on communal grounds So very few of them develop a national outlook.

Another important factor is the waste of the knowledge they have acquired. They will have acquired now useful education and studied various sciences and histories at enormous cost. But how many have made use of their knowledge in practical application? How many educated have devoted themselves to the uplift of national life? How many educated have applied their knowledge in the development of business, trade and industry and national wealth? The activities of the most of the graduates are confined to securing jobs and unlearning what they have learnt.

3 (i) I agree that the University should have a short term aspect and a long term aspect.

(ii) Students of the Universities may be classified as follows —

(a) Those that want to enter Government service.

(b) Those that want to devote themselves to serve the country or take to politics.

(c) Those that want to work themselves in business and trade and lead an independent life.

(d) Those that want to have special and technical education.

(e) Those that want to acquire education for the love of culture and promote knowledge by special research in advanced studies.

We can have a short term aspect for the first two We need not teach them elaborate science or other special subjects, which will certainly be forgotten by them when they leave the college.

We can have a long term aspect for the other three classes. Because they make use of their knowledge in a good cause.

IYER, T P S.

Whatever might have been the general aims of the Universities the general aims of those who sought University education have been hither to to fit themselves for salaried posts or to enter into some of the learned professions. There have been only a few Universities which have had *responsibility for direct teaching.* Most Universities have been only organisations for holding Degree Examinations and to a certain extent as supervising agency for collegiate education. The responsibility for teaching and education has really fallen on Colleges, and the aims of collegiate education have been mainly to enable the students to pass the *University examinations, if possible with distinction.*

The standards of attainment at the Matriculation Examination and degree stage seem to have developed a tendency to deteriorate in recent years.

JAMESON C. E.

(d) *In the Medical College* all students must be made to reside in the campus, i.e., all Medical Colleges must be residential. There should be *adequate staff* so that a group of students may be under one member of staff. *Ward work must be made the basis of passing* and not the ability to pass examinations only Students must be made more and more to shoulder responsibility in the wards. More attention must be paid to internment of students. The head of each unit should certify that the Ward work has been satisfactory before the student is allowed to take the examination. There is now too much teaching and spoon feeding. Students do not make full use of the opportunities they have.

JHAVERI, K. M.

1 (a) Teaching most research less than medium personality building, negligible.

(c) I can speak for the Bombay University only It has tried its best to do so

(d)(i) More Colleges and (ii) Teaching Institutions (iii) high principled Teachers, (iv) greater personal contact with students.

2. Yes.

3 (i)(b) *Long term aspect.*

(ii) My conception of University Education is character-building and that can be done by a long-term aspect.

JOAO V K.

1 (b) Universities in India have been and are doing mostly the work of teaching and spreading knowledge. This was necessary in the early days and, I may venture to say is still necessary for the general body of students.

The value of research was, initially not appreciated. But during the last thirty years *Universities have been undertaking research work in* various departments, particularly in Physical Sciences and Social Sciences. Even older Universities started as affiliating institutions, have now their own departments doing valuable research work.

We cannot, however say that enough work has been done in research The old and the new Universities, therefore will have to undertake on a much wider scale research work in Physical Sciences and Social Sciences.

Finance, it appears, has been the principal cause of the backwardness of our Universities in research work.

(d) Students join Universities either for education that would fit them for a career or with the object of pursuing and advancing learning. The courses meant for the first category should aim at a general spread of knowledge and all-sided development of the students while those meant for the second category should be devised so as to encourage specialized studies in various branches of learning. The two categories of students must have not only separate courses and text books but should also have separate teachers and guides.

JODH SINGH.

1 (a) Teaching is receiving more emphasis, personality building none at all. In the East Punjab only in the Science subjects research has been carried out to some extent.

(b) First class men are not attracted to the Education Deptt. because of lack of larger emoluments secondly the number of students in the classes is very large and personal contact between the teacher and the taught is very much lacking.

(c) Not at a very high level, at least in the East Punjab University A more or less successful attempt has been made at uniformity in the examinations. As regards teaching, stress is laid on the passing of examinations. In a large number of Colleges affiliated to the University very little thought is given to the proper equipment of laboratories and libraries, with the result that there are very few Colleges in the East Punjab that can boast of proper equipment.

(d) To inspire personal contact, number of admissions to colleges should be limited. I would fix the maximum at 1,000 There should be a system of tutors for the University students as it obtains in Oxford and Cambridge. A larger number of scholarships to attract poor and deserving students would very much improve the tone The grades of the teaching staff in the various Colleges affiliated to the University should be fixed by the University and only such privately-managed institutions as are adequately endowed should be permitted to function

2. No not at all.

3 Yes, I agree.

(ii) a. As far as possible, change of medium of instruction.

b Organisation of centres of research in the province and maximum facilities to the teachers of the various Colleges in these subjects.

c. Cultural associations should be formed in the towns where Colleges are situated and the teachers should be asked to work there. In such centres various problems facing the province, the country or the world, should be discussed.

JOSHI, PRADYUMNA C.

1 (a) (b) & (c) Education is fundamentally a training and the aim of a University was never better expressed as when Cardinal Newman spoke of it as "intellectual culture," "an enlargement or illumination of mind"

University education must, act towards that freedom of thought and learning which lies at the basis of all development of human personality and national achievement.

Indian Universities though they have endeavoured to maintain the standards of teaching and examinations at as high a level as the quality of the staff permitted them, have failed to bring about a balance which must be struck in order to achieve the true function of the University It is not that there is something inherently wrong or entirely unsatisfactory but that there is something lacking which makes the instruments wooden and deprives it of the dynamism which could make it a true expression of national genius.

Teaching in the Universities is fast degenerating into spoon-feeding and is killing the stimulus to curiosity and acquisition of learning. The profusion of bazar notes that can be seen in the market and which are sold with the authentic and at times spurious labels of the University teachers are indications of the state of things. Even the craze for stimulating research has not been entirely untouched and the advantages of a Ph.D have resulted in the cheapening of the degrees by thesis and become sources of political advantage and party subservience in the give-and-take of the Universities.

(d) I am convinced that more centres and varied courses in higher education are needed in the country but I feel it even more necessary that ill-thought out and improvised schemes of the development of ill-equipped institutions should be checked. I am inclined towards the opening of Universities of a federative character retaining the present teaching Universities intact, and a concentration of affiliating pattern which has served the needs of the country when most needed, into a regional basis by dividing the country into four broad divisions. The growth of post-graduate centres could then be regulated by considerations of efficiency and developed on well-defined lines in all. A central Board could then give directions which without impairing the autonomy of the University could at least check any unhealthy tendencies that might be detected. Whereas Colleges might be allowed to grow I think a Central Board of affiliation alone finally should decide the starting of post-graduate institutions, where the Universities certify the need. It would naturally leave out teaching and unitary Universities and these can be periodically checked up by a similar central agency Another aspect that would need as careful an examination is the superintendence of the staffing in those institutions. In my view what we need most today is not the quantitative development of the centres of higher learning but a qualitative refinement of the University administration and University life.

(b) Several factors are responsible for failures and defects in the working out of the aims of the Universities. Insufficient finances have led to insufficient provision for libraries and equipment. Inadequate pays have led to the best talents securing better and more remunerative conditions of service in other careers. The general poverty and insufficient attention in the earlier stages of education are also responsible for many of the failure and defects. Besides economic needs have resulted generally in the Universities being regarded as machines for turning out graduates and the Universities themselves have largely concentrated on that purpose.

2. The Universities in India have certainly exercised influence on national life and thought and it cannot be said that the influence was in any way improper except that in the earlier stages there was perhaps a tendency to imitate the West and regard it as superior The earlier development was also in a manner tending to create a new class divorced from Indian life and problems. The factor of foreign rule also came in the way of full expression and national life and thought have, in the main, during the past half a century or so been in the opposition. It is through the Universities however that western thought reached the people and influenced national development. The Universities have exercised great influence in the political social and administrative spheres.

KANE MAHAMAHOPADHYAYA DR. P V

It is difficult to give in a nutshell the general aims of University education which will be satisfactory to all persons concerned. But I should say that according to me the principal aims of University education should be—

(a) The conservation and the diffusion of knowledge in various branches of subjects.

(b) The teaching of different subjects to students who are eager to widen their bounds of knowledge.

(c) Research and providing facilities for research

(d) Stimulating among the students a love of knowledge for its own sake and habits of concentration and study in spite of distractions of the world.

(e) Lastly to enable the students to have what is often described as personality or what may be regarded as building of good character

1 (a) In my opinion the Bombay University along with other Universities has not been able to devote adequate attention to all the different aims of University education which I have stated above but it has been doing what it can as regards the first three aims, but I should think that in the years to come this University and other Universities also will have to lay greater emphasis upon the aims (c) to (e).

(b) The failure of the University in these matters is due, in my opinion, to several causes viz., the classes in Colleges being much too large, sometimes there being 150 students in one class, there being no tutorial system at least in the graduate and pre-graduate classes, lack of close contact between the teachers and the pupils, the absence of good libraries and lastly students being left to themselves without having any corporate life spent together in hostels or in their Colleges

(c) No

(d) In order to achieve the best results I would suggest the following concrete steps —

(i) Even in the affiliating Universities greater supervision must be exercised by the University authorities over Colleges than what exists at present.

(ii) The teachers in Colleges should have adequate pay and adequate security of tenure.

(iii) Comparatively very young men not having much experience of higher teaching are appointed Professors without their being made to work first as Tutors or Assistant Professors or as Lecturers

(iv) Mere high academic qualifications are looked to in appointing Professors, but other matters such as a good personality a clear and strong voice and individual research on the part of Professors actually done or intended to be done should also be considered.

2. No

3 (i) I agree that any satisfactory plan for the development of University education in India should have a short-term aspect as well as a long term aspect.

(ii) My own conception of the short-term aspect of University education is as under —

(1) It is desirable that the first two years in a College should be transferred to some leading High Schools in the Province where adequate facilities as regards libraries and highly qualified teachers who have passed their M.A. Examination with a First Class or Ph.D Examination, are available.

(2) The Colleges that exist in the Town or the City where the University functions should be under the direct control of the University and the Professors who are appointed must be appointed not by the Governing Bodies of the several Colleges but by a Commission of Experts to be appointed by the University like the Provincial Public Service Commission.

(3) The classes should be smaller than what the present regulations permit.

(4) In order to effect these changes in the near future larger grants must be made by the Central Government or the Provincial Government to the University and its constituent Colleges than are made at present. My own idea is that this must be effected within the next five or ten years and therefore I call it the short term aspect

KAPPANNA, DR. A. N

Oral Evidence.

The main reason that accounts for the failure is that we have/had neither good nor effective teaching. Education has all along been looked upon more or less as a branch of administration in this country till very recently. We never had good teachers and there has been no adequate appreciation on the part of the administration in regard to the qualifications of a teacher. That is one of the principal reasons why Universities have not been able to impart education of the right type. So if we appoint people of good academic standing as professors, give them perfect academic freedom, I think many of the ills will be removed and the aims and objects for which the University education standards might be more easily attained. To achieve this and to make University teaching and training effective in the interest of the country it is essential that there should be more Universities.

First of all, Government must improve the existing Universities, but the number of Universities must be definitely increased. We ought to give up the affiliated type of Universities altogether. They have not fulfilled any of the objects which are expected of Universities.

I feel that we should have for our population 72 Universities in the country. We have at present 20 or 22 and according to my calculation we must have another 50. That works up to an average of one University for every five million of people. That means we will have in our Universities one out of every thousand of our population if we have 75 Universities. That will be quite sufficient for another 40/50 years to come without any danger of duplication. Now the starting of the Universities the financing of them and their administration has got to be in a central authority. The financing of the Universities as is done today is absolutely defective. In fact there has not been any financing at all. If you take the case of this University we get less than a lakh of rupees from government. Only recently we have received endowments and one or two Chairs have been created and even these Department have not been properly financed. Only our Law Department is little paying and they are able to keep things going otherwise there is no financing at all, except that Government manages some of the Colleges.

KARIAPPA, S.

1 (b) Failures and defects, in the actual working out of these things, arise mainly out of two things difficulty in getting proper and sufficient number of men is one, difficulty in providing large-scale facilities for research at once is another

(c) The standards are going down every year This state of affairs is due to two main reasons. The first one is the appointment of low standard teachers due to scarcity of hands. The other is the new-born indiscipline among students.

(d) The re-orientation of the present system must not start only at the University stage. It must start from the very foundation stage. The old form of curriculum and the old form of teaching need complete transformation into new form which is purposeful and meets the needs of the individual and the society The curriculum and the courses of study which carry the individual no farther than a clerical status must go. The education which is practical and creative is to be envisaged. The cultivation of the mind of the child for such a new outlook on education which is no other than a new outlook on life must begin from the earliest class.

The courses of studies require to be so framed as to be capable of meeting the problems that are confronting the country The food problem is one. The University must be able to solve it not only through its Agricultural and Engineering research but also through its band of graduates who work on the field actually and add to the production by means of the practical knowledge gained. The traditional theoretical or bookish or lecture-notes knowledge would never be able to do anything in the direction.

There must be a College for each Faculty It must be opened in a place where the environment is quite fitting. To start an Agricultural College in a city is not good. Nor is it wise to have a College of Metallurgy in a place where there is no mining.

The religious or moral education which is absent in the present system must find a place in the new system. The country has been feel ing its absence. The aim in this direction must be to have a practical religion.

KARMARKAR, DR. D V

1 (a) More emphasis is required on Research and personality building.

(b) Research did not flourish in India because we have been unaccustomed to the new way of study and because of our industrial back wardness.

(d) University education should be restricted to those few who are anxious to study further Secondary education should be strengthened to give a sufficiently high standard of general education so that student can go in for any profession in life after finishing it.

KARVE, DR. D D.

1 (b) Absence of persons really enthusiastic about research, and to a lesser extent, want of adequate funds and equipment.

(d) This can only happen with the growth of the "Academic" atmosphere in the Universities and of a much greater regard for learning as compared with that for money in the minds of the leaders and of the public.

2. No

3 Yes. (ii) Substantial grants for the establishment of research departments in Universities according to a wellthought out plan, avoiding duplication and concentrating allied subjects at the same or nearby centres.

KARVE D G.

1 (a) None has received adequate attention. Teaching has received the largest notice, research less and personality building none at all or worse still it has received the wrong type of attention. The almost exclusive emphasis on teaching and the somewhat morbid interest in politics nursed among students and teachers by public leaders, great and small has led to a warping of personality In future research through teachers and senior students must come first. Personality building is a worthwhile objective in proportion as it is realized unconsciously by the routine and atmosphere of the University and by the contacts that it makes possible. Any attempt at artificially cultivating a particular type of personality is fraught with the greatest danger both to personality and culture.

(b) Apart from the extraneous factor mentioned above paucity of men and of resources are the principal reasons for our comparatively unsatisfactory achievements. Having to depend on fees for a large part of their income institutions have developed a bias in fact a craze in favour of large numbers. Standards of education and discipline have in consequence been lowered.

(c) The standards of teaching and examination have not been either uniform or high. Dependence on numbers for finance is the single most important factor contributing to lowering of standards. Larger numbers as a problem in education organization can be met without lowering of standards. But when students have to be looked at as paymasters a lowering of standards is inevitable.

(d) Best results can be achieved provided the following concrete steps are taken —

1 On the part of the governments (i) a frank recognition that Universities have to play an essential part in creating and maintaining conditions of civilized life in the country (ii) further recognition that Universities will be enabled to discharge these functions more efficiently and satisfactorily by being freed from meticulous and censorial supervision and control at the hands of government, and (iii) a liberal

provision of funds to enable Universities to undertake this work on a high academic and moral standard.

2. On the part of the Universities.—To concentrate prior attention on research on the part of the staff and senior students (ii) to admit students who are educable at a sufficiently high standard (iii) for this purpose to institute either an entrance test of their own, or to require constituent colleges and departments to institute such tests, designed not so much to keep out people desirous of higher education, as to ensure that the aptitudes and preliminary training of students seeking admission to universities are such as justify the hope that they will benefit by the kind and level of instruction imparted to them at the university (iv) to ensure in the university an atmosphere which is free from disturbing influence of a non-educational and non-cultural character (v) to insist on the introduction of a fully implemented tutorial system (vi) to start extramural departments partly for maintaining helpful contacts with the constructive aspects of national life and partly for supplying to the students a healthy channel to contribute to social reconstruction while equiping themselves with first-hand knowledge of conditions in their region (vii) to organize sports, debates and other corporate activities in such a manner as to place a premium on personality and to discourage mass action (viii) to keep all their students either in hostels or in approved lodgings.

(3) On the part of colleges.—(i) to commence all their future recruitment of teaching staff at tutor level from among distinguished Master's degree holders (ii) to implement fully the tutorial system (iii) to encourage research on the part of teachers and to consider this as a necessary qualification for further preferment (iv) to replace the present reel system of lectures by prepared lectures according to an approved division of the subject matter of each paper into a set series of themes (v) to provide a full day's, week's and terms programme of studies and corporate work for students and (vi) for this purpose to increase the number of terms from two long ones to three relatively short ones, and to reduce the number of midweek holidays to a minimum.

3. Short and Long-term aspects of University Development. Apart from special emphasis on some applied sciences it is not only unnecessary but positively harmful to distinguish between the two aspects, as it would mean an impairing of vital features of university organization and work.

(d) Thus can only happen with the growth of the "Academic" atmosphere in the Universities and of a much greater regard for learning as compared with that for money in the minds of the leaders and of the public.

2. No.

3 Yes. (ii) Substantial grants for the establishment of research departments in Universities according to a wellthought out plan, avoiding duplication and concentrating allied subjects at the same or nearby centres.

KARVE D G

1 (a) None has received adequate attention. Teaching has received the largest notice, research less and personality building none at all or worse still it has received the wrong type of attention. The almost exclusive emphasis on teaching and the somewhat morbid interest in politics nursed among students and teachers by public leaders great and small has led to a warping of personality In future research through teachers and senior students must come first. Personality building is a worthwhile objective in proportion as it is realized unconsciously by the routine and atmosphere of the University and by the contacts that it makes possible. Any attempt at artificially cultivating a particular type of personality is fraught with the greatest danger both to personality and culture.

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(vi) Poorly paid teachers. It is a disgrace to society that so nig gardly pays its teachers. Their poverty prevents them from working effectively and whole heartedly in their profession.

(vii) Inefficient and unenlightened teachers and their poverty of intellect.

(viii) Faulty methods of selection of teachers.

(ix) The profession of education has been the most unattractive and charmless. Consequently it is only those that are not able to get jobs elsewhere who flock to this profession. Many a time a good and intelligent person if he happens to come to this profession leaves it after sometime.

(c) The Universities have, in recent times particularly miserably failed to maintain any high or uniform standards of teaching or of the examinations. There has been a progressive deterioration in both. The performance of many of the candidates in the examinations is highly disgraceful. It is mostly a sad record of confusion, distortion, carelessness, ignorance and bungling. They seem to have no disciplined mind to think for themselves. They cannot think clearly nor can they arrange their ideas in any order This deterioration in the intellectural calibre of the students is already well advanced and is partly the result of the inactivity lack of sense of responsibility and intellectual and economic poverty of the teachers and educationists, of the cowardice and corruption of those who are to judge the students and their work, the propa gandist politicians inciting the students to defiance, and the incapacity or inability of those in the seat of power to realise the situation and make any efforts to improve conditions.

(d) (i) Reorganisation of courses for various examinations. I would favour the American system to be adopted after necessary modifications to change the Indian conditions.

(ii) Change in the present system of examination.

(iii) A careful selection of teachers, who are men of learning and knowledge and character capable of inspiring love for knowledge and respect among the students.

(iv) Payment of decent salaries to the teachers and Professors so that they compare favourably with those that are paid to men of other professions.

(v) Maintenance of adequate facilities for research.

(vi) Provision for financial aid in sickness, education of children, study leave on full pay secretarial and financial assistance for research, publication aid, travelling allowance for research work, etc.

(vii) Heads of Departments and teachers to have power for disciplinary control on students.

(viii) Abolition of bureaucratic methods of control on the teachers.

(ix) Strict supervision of the work of the teachers and students.

2. I do not think the Universities in India are exercising influence on the national life and thought. Their influence has been to a certain extent anti-national

3 I do not think any plan for development of Universities should have a division into a short term or long term plan.

KELLOCK REV JAMES

1 (b) I think that the main obstacle to higher achievement in the sphere of teaching and consequently in the sphere of research is to be found in the mental equipment and attitude of mind of the average student. Large numbers undertake University studies who have not got the capacity or the aptitude for higher learning and who are destined for occupations that do not require training at the University level. They are interested in the subjects of study merely as means to getting the qualification of a degree If the student body were recruited from young people of proved mental capacity for higher studies and destined for the learned professions and from young people who are really zealous for culture, the effectiveness of the teaching in the Universities would increase considerably The foreign medium of instruction is another obstacle.

The chief obstacles to personality building seem to me to be (i) the slightness of the contact between teachers and the majority of the students in the case of big Colleges (ii) the difficulty in large Colleges of creating and maintaining an atmosphere that would have a power fully moulding effect and (iii) the negative attitude of the Universities to religious education.

(d) (i) Change the custom of having University degrees regarded as qualification for employments that do not require training at the University level and thereby divert from the University young people who do not have the aptitude for University studies. This could be done by suitably arranging the Secondary School Certificate and by making suitable conditions for University entrance.

(ii) Pay the College teachers adequately and inculcate in them a high ideal of their work, expecting them to keep their teaching fresh and up-to-date by study and reasearch.

(iii) Make it financially possible for the Colleges to carry on with such number of students as can be efficiently taught and cared for all round, securing adequately close contact between student and teacher

(iv) Encourage Colleges to give religious education of a broad ethical nature.

(v) Make the medium of instruction in the regional Universities the mother-tongue taking precautions at the same time to secure that the stimulus and enlargement that have come through the use of English are not lost.

2. I think that as a matter of historical fact the Indian Universities have exercised a profound influence on national life and thought. They have sown the seeds of Western or modern knowledge throughout the length and breadth of the land. This has been valuable thing in itself and it has stimulated the renaissance of the Indian mind and culture. They have also provided a supply of intelligent and efficient persons to fill the various posts, administrative posts of all grades, professional posts and the many other positions that have to be competently filled if a complex society is to function efficiently The Indian Universities have nurtured and trained not only clerks and subordinate officials, but also members of the I.C.S., economic experts, directors and assistants for important social control organizations, lawyers, engineers, teachers and politicians, not a few eminent men of Science and Philosophy and many ardent patriots. The Indian Universities have also assisted the economic life of the country—indirectly by fostering the whole intellectual life of the nation, and directly by equipping individuals with the theoretical knowledge that can wisely guide practice and policy in economic affairs and with the technical knowledge that can apply science to the production of wealth. It is also to be remembered that the Indian Universities provide some scope for the highest quality of intellectual activity and research.

To the question whether they are being "adequately" exercised, I would have to say "No" For our Universities are far from perfect, though I think that they are like an organism with the powers of life in it and the capacity for growth. What should be done is to help them to develop towards the fulfilment of the true idea of a University They need to become bodies of scholars and thinkers—theologians, philosophers, moralists, natural scientists, savants of language and literature, historians, economists, mathematicians sociologists and technologists—associated together in the pure and unprejudiced pursuit of truth.

KINI, DR. K. N

1 *Teaching Research and Personality Building*

(a) Teaching has received some attention but it has been of a type which has no roots in the soil. It is mostly divorced from the traditions, culture, requirements and aspirations of the land. From the point of view of the masses especially of the rural population it has totally failed to influence them because it has not touched their sympathetic chord. The boys in our schools and Colleges have been mugging up something which most of them do not digest or appreciate or even value for its own sake. They put it in examination papers in an undigested form which is forgotten in a few years because they are not interested in it. It has not been part and parcel of their mental make up. Teaching to be of value should be bound up with the traditions, culture, requirements, aspirations and susceptibilities of the people of the country

Research, as compared with that done in U.S.A. and U.K. are pre Second War Germany is poor If we leave out of account the good work done by half a dozen scientists like Raman, Saha and Babha, there is very little of outstanding importance to our credit. As for research in applied science whatever has been accomplished is insignificant for this vast country Research in pure as well as in applied sciences requires emphasis. Research in applied science should receive even greater emphasis.

As for personality building there is very little of it. This aspect of the question has not been even thought of by most Colleges because most professors have themselves little personality

(c) The standard in the Universities in India in the higher examinations have not been high principally because generally the professors have not themselves been men of outstanding ability From the questions set, the standard cannot be determined, because in actual marking considerable leniency can be shown. It is not difficult to refer to the question papers of Cambridge, Oxford and London and set questions in the examinations. It is doubtful if some of the examiners can understand the answers which a few precocious candidates write. Where there have been research professors, higher standard are maintained. It is a common talk that some Ph.D thesis are of very poor quality As a referee of M Ed. and Ph.D thesis, I can say that the younger members on the staff have been trying to come up to a higher standard of late. There is hope for the future

4 Immediate aims should be

(i) Change over from English to regional language as media and production of text books and dictionaries, cyclopaedias and glossaries.

(ii) Increasing facilities for research, especially in pure and applied sciences.

(iii) Emphasising extra-mural work with emphasis our rural welfare

(iv) Greater contact between teachers and students

(v) Compulsory military training for all university students, in addition to N C C

(vi) Greater impetus to women s education

(vii) Encouraging "production education" *i.e.* education which will help in solving our questions of food, clothing housing and defence If these questions are not solved immediately by the combined efforts of all the thinking persons in the country the future of our country is not bright. *Culture should be sought also through processes in production.*

(viii) Large grants to be given to Rural Universities and Colleges whenever they may be established.

KHADYE, K. M

1 Teaching has received some attention. Research much less and Personality Building almost no attention. Eminent teachers, were paid with well equipped libraries and laboratories and with adequate space at their disposal would be able to remove these defects, provided really good residential universities are started in the country

2. Not enough. Extra mural teaching and greater contact with the masses will go a long way to solve this problem.

3 Everything would depend upon the money that can be placed at the disposal of the universities.

KRISHNAMURTHI K.

1 (a) Teaching has received attention, although in my opinion, it has not been organized sufficiently well in all Universities Research requires for more serious attention to make it effective and to bring it to the level in Europe or America. Personality building requires great emphasis. It has not so far received adequate attention.

(b) The lack of proper development in two aspects of University education—viz. Research and personality building is partly attribut able to foreign rule, and partly to effective public opinion. There was insufficient realisation of the value of research and personality building.

(c) The standards of teaching have not been uniform in all the Universities and while the level was quite high in some Universities and in some subjects owing to the effort by some distiguished professors, it was somewhat low elsewhere.

(d) The Universities should be reconstituted on lines which are conducive to the improvement of the academic standards in the country Better teachers who are inspired by a zeal to work and who do not indulge in unhealthy politics, should be appointed The Universities and Colleges should be freed from the influence of the politicians. Merit and honest work should be the only criteria for appointments and promotions of teachers and not underhand methods.

2. The Universities should be the centres of learning and for the promotion of character and the higher ideals of life. They should diffuse knowledge and correct ideals into the nation. The Universities in India have not all exercised adequate and proper influence on national life and thought.

3 The development of University education in India should be planned out on a long-term basis.

KRISHNAN DR. B T

1 (a) Research and personality building need more emphasis.

(d) Best results can be achieved—

i. By imparting Moral Instruction from the lower standards of the school upwards,

ii. By enforcing disciplinary measures very strictly in schools and Colleges. In enforcing these measures, the teaching staff should have the support of the higher authorities.

iii. By organizing the whole system of education in the Universities in such a way that students have opportunities of studying selected Science subjects as well as Humanities. The standard upto the Intermediate should be so managed that it forms a threshold for further studies in any field

iv By admitting to the higher Science courses only those students who will really make use of the knowledge gained in their future career

3 Any satisfactory plan for the development of University Education can have only a long term aspect.

LUCKNOW UNIVERSITY OF

1 (a) Perhaps formal teaching in certain subjects has received adequate attention in unitary Universities. Provision for research is most inadequate and the third aim has been sorely neglected. The last two aims need special emphasis. The aim of University education should be not only to train professional men and specialists but also to produce good citizens with culture wide understanding and a broad outlook on life. They should be men who have initiative and character This broad object cannot be achieved unless due emphasis is laid on the development of personality

(b) The second aim cannot be realised unless properly equipped laboratories and other facilities for research are provided and a sufficient number of research fellowships are endowed.

Absence of close contact between the teacher and the student and the consequent absence of interchange of ideas and absence of provision for training in citizenship are some of the reasons for failure of the third aim. It is only when teachers and students share a common social and intellectual life and efforts are made to foster a civic sense in the student there can be any hope of the realisation of this aim So far it is mainly under the influence of the political and social movements in the country that a small section of the student community has imbibed ideals of nationalism and social service This task should be performed by the Universities themselves but this will be possible only if they adapt themselves to the growing needs of the country and of the modern age.

(c) In unitary universities, standards have certainly improved but standards of teaching and examination differ from University to University

(d) Extension of the residential system smaller classes development of the tutorial system extra-mural activities of high academic character social activities and training in citizenship are some of the steps that we recommend for achieving better results. For promotion

of research it is necessary that Libraries and laboratories be expanded and better equipped and research fellowships be endowed. Increase of laboratories, buildings and equipment is the greatest need of the hour Teaching should be improved and provision should be made for the teaching of new courses of study The system of examination needs some modification.

2. No

3 (i) Yes.

(ii) Immediate aims of University education should be to supply the immediate needs of the community The task of national construction is immense and the University should be placed in a position to meet the demands made upon it for the satisfaction of the economic and social needs of the country But in the absence of any survey of such needs it is not possible to say categorically what the Universities should do to-day to meet them. The Government should undertake such a survey and draw those plans of construction which it *wants to execute immediately* It should then give liberal grants to Universities so that they may do their best to supply those needs. The Universities have also the duty of producing citizens who have the capacity to respond to the needs of the nation and the international community It goes without saying that without more accommodation more laboratories and equipment, Universities cannot discharge even their normal functions.

LUTHRA, J C.

1 (a) (b) Teaching has been the exclusive activity of most of the Colleges affiliated to the Universities in India. There are however a few Colleges where research mostly confined to physical and biological sciences has been carried on.

Research and personality building which has been generally neglected should be emphasized. Research has not been taken up for want of facilities and primarily for lack of enthusiasm and necessary trained staff. Personality building in most cases has received no attention for want of contact between the teacher and the taught.

(c) The Universities have got powers which have not been exercised for enforcing a certain standard of efficiency of teaching Standard of examinations has been fairly uniform in individual Universities but it is not the same and perhaps it cannot be identical over all the Universities.

(d) Overhauling of the system of education is a big issue and should be tackled by the Government of India. The scheme once evolved should be introduced. The main thing to do is to limit the subjects for teaching upto the Master's degree in Colleges according to staff and facilities which can be provided. At present the attempt is to open classes in all conceivable subjects. The result is that staff not properly qualified is entrusted with subjects whose efficiency is

impaired. There is dissatisfaction among the students and discipline is seriously affected. Moreover in many Colleges, the number of students is larger than their capacity The number of students in each class should be strictly limited Multiplicity of subjects should be prevented. On the plea of specialisation subjects are being subdivided to the extent which cannot be considered logical within reasonable limits for efficient teaching

MACK, THE HON'BLE MR. JUSTICE.

(2) & (3) The primary and practical need of Education in India to-day is its ability to increase production by training young men to grapple with the problems of satisfying man's fundamental needs—food and housing. I am afraid the trend of University education has so far been to decrease production by digging wider the existing gulf between town and village. No rise in general standards of living and culture is possible without the satisfaction of these elementary basic needs. Philosophy literature and the Humanities bring scant relief to empty bellies in slum conditions of living specially in villages.

Universities should remodel some of their courses on practical national needs and attune and prepare their products to play their part also in rural reconstruction. Very few if any University men settle down in a village and work for rural uplift and betterment, incidentally for increased agricultural production, though scope of service in this direction is immense. Universities have made little or no theoretical or practical contribution to village and agrarian economic problems. The legal system abounds in lawyers, but does not fulfil its main function of providing a controlled channel of legal service from the court to the village. The University system must take its share of blame for this sorry state of affairs. India needs some re-orientation of University curriculum in the direction of village reconstruction and service.

I should like to see a University located in entirely rural surroundings with model villages round it taking shape under a new progressive learning, in which the undergraduates can be trained for future village service and their functions coordinated as teachers, farmers, doctors, lawyers, engineers architects builders and so on. The 50,000 students now passing through the Madras Universities will without many exceptions seek employment in Government Service or in the large towns. The future greatness and well being of a free India should be largely based on a reconstruction of the neglected countryside and not on the growth of a few large congested towns and a discontented urban intelligentsia. It is up to the University system to supply this need. Far greater emphasis should be laid on the needs of village economy the elimination of fragmentation of holdings, the need for the creation of economic holdings, the abolition of the slum village, the need for the ryot to leave the village slum and live on the land if it is to produce up to anything like maximum capacity and so on with practical demonstrations as to how all this can

and must be done. Universities can give the lead in matters of this kind which should not be left to ephemeral and unpractical politicians and members of legislative assemblies who are in need of intellectual guidance in these matters from the future seats of progressive learning. Governments and the Universities appear to be at cross purposes in many vital matters. Universities in India have rather too blindly copied western models and need original and indigenous reorientation suitable to India's needs. It is only on the basis of service to society as a whole that the vast increase of expenditure on University education can be justified.

MADRAS, UNIVERSITY OF

1 The Universities in India have generally taken note of the three general aims mentioned, but it must be stated that research has received less adequate attention than it needs or deserves. This has been largely due to—

(i) Lack of adequate finance for promoting research

(ii) Lack of adequate encouragement of reasearch workers. A research worker who is keen has not at present facilities to continue in the research line as a career and has often to seek employment under circumstances not conducive to his further continuance of research and

(iii) Lack of time and facilities for the teaching staff in most colleges to undertake research.

In recent years, however some attention has been paid to this subject by the starting of National Laboratories, but a great deal still requires to be done

Providing the benefits of corporate life should also be one of the general aims of University Education. Opportunities should be provided for living together so as to permit of interchange of ideas and social contacts.

2. The most powerful influence on national life and thought has been that exercised by University Graduates. The question whether it is adequate and proper is a matter of opinion.

3 University education, everywhere, should by its very nature be progressive, and therefore changes will be required from time to time to keep pace with modern trends of thought and requirements. The short-term aspect may be different from the long-term aspect, largely in the matter of quantity

MAHAJAN MEHR CHAND.

1 None of the three aims has really received good attention. Teaching has not been efficient and professors have only attended to the courses of reading and have given indifferent lectures to students. As regards research the less said the better Research is known by its results and the results have been generally poor Universities have completely failed in the direction of personality building.

Unless the teachers have themselves exemplary character and personality they cannot create one in their pupils. When the staff of a college is a subject matter of ridicule and want of respect, neither teaching, research nor personality building can possibly develop.

Universities in the past have produced men of eminence, culture, education in all departments and activities of life. But most of the University products are clerks unemployed and a discontented lot. The Universities in free India should no longer produce an indisciplined lot of students, half educated and half-bred, mere fond of cinemas and frivolties than education.

In my opinion standards of teaching and examination have positively gone down. This is testified by the increasing number of letters to the editor complaining against stiffness of question papers I see a desire in the present day student of getting through an examination by working for a few months in the year and a desire in the teacher to get a uniform pass percentage I have seen this feeling in the law examinations, as a teacher and an examiner

For reorientation, India should produce teachers of the type that exist in Oxford and Cambridge. All the Universities should pool their resources pick out their best men and give them a course of training in the best Universities of the world and then entrust them with the task of selecting and training teachers for Indian Universities.

Appointments of University Professor should be made by one common authority of unquestioned integrity in the whole of India. At present these appointments are made on the basis of communalism recommendations and relationship etc. I have seen men of merit being superseded. Very recently under the very nose of Education Ministry appointment has been made to the Central Institute of Training in Delhi of a Christian gentleman who had much lower qualifications than other applicants. In the Punjab University for every appointment there used to be a quarrel among the Syndics on grounds other than merit.

MAHAJANI G S

The Commission's statement of the general aims of University education as (i) teaching (ii) research and (iii) personality building, should be amplified by mentioning clearly the *service aspect* of a University All the American State Universities and now even the older English Universities recognise their obligations in three directions, viz —

(i) to provide adequately for the higher educational needs of its region

(ii) to conduct and stimulate original research and

(iii) to secure that the large and increasing number of classes and groups in the region, outside the body of University students, profits from their activities and the results of their researches.

The pursuit of this third objective will make education realistic by providing contacts with the actual conditions of life—and will give as well opportunities for personality-building

A University can serve the community through (A) its teachers, (B) students, and (C) through its colleges with the help of both.

(A) As regards service through the teachers the obvious method is to arrange extension lectures, hold vacation courses, etc. to bring higher knowledge to the common man. Instruction must be diluted to be accessible to groups of primary teachers who in the last analysis, are the centres of diffusion of culture among the masses.

(B) As regards service by students, we must be very careful in defining the scope, extent and stage of the social service in which they could engage themselves. Nothing should be encouraged which will unduly interrupt their own course of education and no arrangement, again, should be contemplated in which ill-digested knowledge is allowed to be spread. In view of these two considerations one can suggest at least two directions in which students can render service to the community —

(1) Medical Graduates should be required to do approved medical work in rural areas for a minimum period of six months, before registration under the Medical Council Act

This kind of social service will—

(i) improve facilities for rural medical relief and

(ii) it will complete the medical education of the young graduates and will make them more efficient members of their profession.

A resolution to this effect, in which I eleborated the scheme, was moved by me in the Bombay Legislative Council and was accepted by the Government (9th April 1947)

(2) Young Graduates of the University could be employed to remove illiteracy for a specified period. They could be then given the concession in age limits for appearing at a Public Service Examination or entering Government service.

It will be noticed that the two instances given do not unduly interrupt students careers—and further they are calculated to increase their efficiency in general. I do not favour exploiting raw youth in the cause of social service. Many promising careers will be ruined and their will be no gain even by way of social service.

(C) India is a land of villages and Universities can render valuable service to the community through their colleges. Each college should adopt a group of villages nearer to it and the teachers and students of that college should accept it as their own responsibility to raise the cultural level of these adopted villages. This will definitely fix their field of responsibility of social service. The villages concerned will also know to whom they should look up in regard to their many problems. This method will in my view interest the students in social welfare much more than a mere, vague desire of serving the nation.

MAHARAJA'S COLLEGE MYSORE (PRINCIPAL & MEMBERS OF COLLEGE COUNCIL)

1 Of the three aims of University Education—

(1) Teaching has received the most attention,

(2) Research not nearly enough, and

(3) Personality building hardly any

Teaching though stressed heavily in all Indian Universities quite often degenerates into instruction, coaching and drilling for the examination One does not see much of that exchange of ideas, the stimulus that comes through contact with a great savant, the shaping of thoughts or the moulding of plastic young minds that the associates with teaching at its best. Our teaching should be revived and revivified. The teacher should be an educator and not a drill sergeant operating on a closed system of set ideas and rigid formulae. The student should not be a passive receiver and an unsuspecting, unquestioning follower in the footsteps of his master wherever they may lead him.

We have rendered plenty of lip service to research. But as yet in India research is largely the outcome of genius forcing its way through the crust of tradition, inertia and indifference. Facilities for research are scanty the incentive to research finds no outlet and the mental outlook of those who run most of our Universities is not conducive to original work or path-breaking effort.

Personality building at present is but a name without meaning and content. The student passed through the University as sugarcane passes through the mill with equally good results. Our social and political surroundings have not been helpful in the development and enrichment of personality The Indian University is but a pale reflection of those surroundings To build up personality among students the teacher himself should have a personality which involves a careful selection of our professors and lecturers and University officers. The teacher is quite often selected merely on his academic record regardless of his moral stature and ethical worth. The first step to secure personality building is the proper choice of those to whom this important charge is committed.

MAJUMDAR, R. C.

1 (a) None of the three aims has received what may be called adequate attention Relatively speaking more attention has been devoted to teaching than to research and very little has been done for the building of personality

(b) The reasons for the failure and defects are, more or less obvious. In most of the affiliating Universities the largest number of students are trained in Colleges, the teachers of which are not properly equipped for their task. Even in the University stage it is often forgotten that no teacher can really be good unless he is himself a research

scholar for otherwise, he cannot inspire that enthusiasm for original thinking and wider outlook which ought to form the main object of University teaching. The very inadequate pay offered to the teachers naturally does not attract the best type of men to the teaching profession. Among other reasons may be mentioned the large number of students, sometimes exceeding three or four thousand, who are admitted to Colleges without proper accommodation and facilities for any extra-academic activities. Another defect seems to be the too much emphasis that is laid upon the syllabus and the result of the examination.

(d) I would suggest the following methods —

1 The abolition of the Intermediate Examination and raising the level of Matriculation approximately to that standard, so that students after passing the later may go directly to professions or sit for competitive examination for services.

2. The University should mainly be occupied with the teaching of B.A. and B.Sc. in which Pass and Honours course should be kept distinct. As a general rule the Pass course should be open for the average student, for those who want only to have a general knowledge but the really meritorious students who seek to advance their knowledge should go in for Honours course. There should be a three years Honours course and only selected students (as a general rule only those who pass the Matric in the first division) should be admitted to it. This course should be of a very high standard and give scope for original thinking and specialisation in a particular subject.

3 As a general rule only Honours students should be admitted to M A. course which should mainly consist of research carried on under distinguished University teachers.

4 Both in the Universities and affiliated Colleges there should be a special provision for all kinds of extra-academic activities like sports, debate, journals, dramatic performance, musical competition etc., and care should be taken to see that all the students take part in one or more of these activities. This is a very important consideration because, as a general rule even when provision is made for various activities, only a few students take advantage of them. This may be prevented by adopting a general rule or convention that the head of an institution would not admit any student for the examination, unless, in his opinion, the student has taken a reasonable part in extra-academic activities or in social work.

MALAVIYA GOVIND.

1 (a) Teaching has received more attention than the other aspects of University life.

(b) The objective of finding a career irrespective of all round developments has been mainly responsible for the defect. The secondary cause has been the disproportionately large number of students and inadequacy of teachers.

(c) No.

(d) Three essential steps suggest themselves namely—

(1) The teacher/taught ratio must be increased, thereby affording greater contact between the teacher and taught.

(2) Examinations should be rationalised and spread over the whole course instead of concentrating them at the end of the course. This will mean that the terminal work should be assessed by the teachers and taken into account for the final award.

(3) A large number of unsuitable students should be diverted into suitable vocational channels

2. Not specifically National history and national economics should be given greater importance.

3 I do not think there can be any distinction as short term aspect and long term aspect for the development of University Education.

For the time being there is a sudden demand of trained personnel in various places of national life. This demand can be met by temporary measures such as shift systems in the Universities but this does not mean that any distinction can be made between short term and long term aspects.

Oral Evidence

MASANI, SIR RUSTOM.

As regards teaching, if by teaching is meant the training of students for examinations and preparing for professions, then one may say adequate attention has been paid to it but if teaching means what is said in questions in Section IV that the student should be placed under the personal guidance of teachers, the teachers and students should have access to libraries, that they should be allowed a measure of freedom in teaching, teachers should have sufficient leisure, and so on—if that is what is meant in the question, then I must say scant attention is being paid to teaching. Th- point is that in these aims, the chief thing of course is the advancement of learning, scholarship training of students with a view to turning them out as scholars with a social outlook on life, with a sense of justice, etc. I must say that the teaching now obtaining is deficient in these respects But several of our Universities are affiliating Universities, and therefore this kind of teaching is out of the question. Unless the Colleges themselves develop these standards, this is not possible.

Therefore my recommendation would be that we reduce the number of affiliating Universities as much as possible and increase the number of teaching Universities. I know things are developing very slowly in that direction, but still outlying Colleges could never have proper

post-graduate teaching or even undergraduate teaching. Then there is the question of funds. If the question is raised where the funds are to come from I should submit that all your work should proceed on the assumption that your report is to be implemented and that additional grants should be made available otherwise all your endeavours will be in vain. Perhaps you might have done well to stipulate to Government that unless that assurance was forthcoming all this was of no use. Funds have to be found. University is the soul of the nation and all developments we expect flow from it. Therefore Government must consider it their first liability

What I want to say is that our whole outlook must be changed. We blamed the past Government for all our troubles. Let us come to fundamentals, and that is, every nation must realise that the first payment on its resources is that of University education and not even Primary or Secondary education.

The University influence has not been felt by the masses of our country Now it is for us to see that the University education is developed. The first thing is to have a proper standard of teaching and for that we must have professors of the right type and with good personality Personality would automatically develop in a proper atmosphere. The Professors should be given manageable classes. We cannot get good people provided they are adequately paid for and if they are given a voice in the administration of the Universities. There should be ample scope for scientific research. If these conditions are fulfilled I should think the right sort of people will come forward because they know this is a matter of service and also a matter for scholarship combined with full scope for research. This is after all a most ennobling profession. Therefore it must be realised by all that the first thing is to get the right type of people.

MATHAI, S.

I 1 All the three are inter-related activities and need equal emphasis balance between Research and Teaching maintained in an atmosphere conducive to the highest development of personality is the ideal.

Steps to be taken are (1) better equipped libraries and laboratories, (2) greatly improved conditions of work for teachers, (3) "Refresher Courses" and discussions among College and University teachers on problems of University education and (4) more freedom to teachers from the control of non-academic administrative systems.

2. Immediate aim should be to remedy obvious shortcomings and to improve the physical environment of education. Long term plans must have reference to the patterns of the type of persons Universities wish to produce and to the new philosophy of education they wish to create.

MATHUR, S. N

1 (a) The three general aims named here were serving the needs and requirements of the British Government. The demands of the new democratic Government of India are quite different.

Teaching in the Universities was confined to lecturing system. It was conducive to docility complacency passivity and the consolation of erudition. Its outcomes were busy aimlessness intellectual loafing and idle pleasure seeking youth. It has to be replaced by training in how to study and how to rest, how to develop the latent powers of each individual students Teachers should be curriculum organisers, guides problem makers.

Research Work should be co-ordinated with the real and productive activities of life such as industrial, agricultural medical etc.

Military training student's union, Extension Lectures sports and English games and other extra-curricular activities of the University colleges are the present means of personality building. They are all aimless

(b) The failures and defects of the old type of education do not stand in need of their raking up.

(c) Our standards of teaching and examinations should aim at 100 per cent. and not at 33 per cent. efficiency

(d) (A) Formation of—

(i) a Central University Grants Committee for India.

(ii) an All-India committee for organization and administration of Universities.

(iii) All-India course committees.

(iv) All-India committees for directing trades, professions and services etc.

(v) Miscellaneous All India committee.

MEHR CHAND

1 (i) Teaching has received the maximum attention so far

(a) In the recent years research has received some attention. Personality has been neglected in most of the institutions excepting those managed by some social religious bodies in the country

(b) (i, ii iii) Got neglected on account of over emphasis in teaching and lack of encouragement to brilliant youngmen in matters of research. Weakening of General tone of the society after the first world war and preoccupation in political affairs lead to the neglect of training in personality

(c) Standards of teaching have generally improved and those of examinations have gone down.

(d) Introduction of compulsory tutorial and seminar work should be a requirement for taking the examination Some credit should be given for work done by the student during their course in the college. The state should ensure by generous grants but reasonable salaries are paid to the teachers. Steps should be taken to encourage better use of the libraries. Better Laboratories and libraries should be provided by state assistance. Colleges should take measures to inculcate better discipline and good behaviour among the students.

MEHRA, P N

1 (a) Teaching has been receiving more attention so far

(b) (i) Inadequate strength of the teaching staff compared to the number of students, resulting in a lack of contact between the teachers and the taught.

(ii) Failure to draw properly qualified staff because of low salaries.

(iii) Ill-equipped laboratories in case of Science education.

(c) No

(d) Provision should be made in schools to subject the students to psycho-analytical tests in order to gauge their aptitude. On the basis of such analyses the students should be advised to take proper courses of study There should be organised bodies in the schools to give such suggestions and guidance.

2. No

MEHTA, DR. J M.

1 Many of the Universities in India today are purely Examining Bodies. They affiliate colleges and recognise high schools which send up candidates for examination instituted by the Universities. They do very little teaching work. They have no corporate life and play very little part in personality building of their alumni.

What is needed therefore in Indian Universities now is a greater emphasis on teaching and character building and pursuit of research.

(i) The failure to achieve these aims is due to absence of really good teaching and residential Universities. Every University must have strong teaching departments and it should see that the students stay in residency and have some corporate life which could bring out qualities of leadership and teach them to live a community life which requires toleration, co-operation, discipline and team-spirit.

c. No.

d. Have residential and teaching Universities where they are possible.

2. No.

3 Immediate steps necessary are setting up teaching and residential Universities—strengthening the teaching and research Departments.

MEHTA, K. C.

1 (d) Admission to the Universities and Degree Colleges should be restricted to such students as possess an aptitude for higher studies. Teaching should be so organized as to considerably reduce the number of formal lectures which may be replaced by seminars. Students should be made to acquire knowledge by self-study under the guidance of teachers and not by spoon feeding. Extensive reading and independent thinking should be insisted upon to enable students to overcome their individual difficulties.

3 (i) The short term aims of University education should be—

(1) Training of requisite number of personnel for administrative, scientific and industrial purposes so urgently needed at the present moment

(2) Further development of suitable departments of teaching, already in existence at the Universities and Colleges having well-qualified staff so as to impart training of the highest order within the country and thereby obviating the necessity of sending young people abroad and in those subjects where such facilities are not available in the country fresh institutions be started without delay

(3) Training of a large number of teachers of the right calibre in accordance with the present day schemes of expansion of Primary and Secondary education.

(4) Adequate arrangements for Physical and Military training

(5) Gradual replacement of English as the medium of instruction by the national or a provincial language.

EDUCATION SECRETARY MINISTRY OF EDUCATION, JAMMU AND KASHMIR GOVERNMENT

1 (a) The second and the third [illegible] research [illegible] personality building need more emph[illegible]

(b) Proper facili[illegible] resea[illegible] b[illegible] and the personality building [illegible] tion [illegible] ed.

2 No

3 (i) Yes.

(ii) The immediate aims of University education in India should be to teach the student to respect the human soul as something sacred and have a broad interest in the welfare of the other fellow beings freedom of speech, religion, assembly and the press the use of reason in composing differences. The boys should be trained for harmony and not for strife. They should be taught to work for peace, for the universe and for the soul of man. In short intellectual development and mental enlargement of the student should be the aim of University education.

MISRA, DR. A. B.

1 (c) While the professed aim of the Indian Universities is to educate the youths to encourage research work and to build up the character of the pupils, it must be confessed that they have failed in all these respects. Instructional work has generally predominated over other activities a small amount of research work has no doubt been done but the task of moulding the character and personality of the students has remained neglected inspite of the elaborate rules and regulations framed for the purpose. Mass production of matriculates and graduates has been the main tendency in University education, and quality has been sacrificed for quantity The Universities have failed to maintain a uniform level of teaching and examination, because of the lack of co-ordination between the different Universities, and even inside the same University Different Heads of Departments have different ideas of proficiency and efficiency and they themselves often differ in respect of their qualities of the head and the heart as much as the students in their charge.

Under these circumstances, how can a high level of teaching or examination be maintained? On account of insufficient revenue, inadequate government patronage and increasing expenditure, the Universities have been obliged to throw their doors open to all and sundry and to offer small salaries to the staff. With a mediocre staff shrinking finances and a crowd of students the Universities could not be expected to achieve much distinction.

2. The Universities in India, in my opinion, are exerting too much influence on our national life and thought.

3 (i) A short term and a long term programme of development of University education in India is necessary We cannot expect to attain the level attained by some of the British, American and Continental Universities so soon as some of us imagine. Even if we were to chalk out a new course, it will take twenty five years or so to make up the lee way and the possibility is not ruled out that those institutions will march forward still further ahead during that interval of time.

MISHRA, H.

1 (a) Item (iii) above has so far received very inadequate attention.

(b) Faulty out-look and organisation of education as a whole was mainly responsible.

(c) No.

(d) A co-ordinated organisation of Education as a whole at each stage is necessary

2. No.

3. (i) Yes.

(ii) Unification of policy and out-look and establishment of a central co-ordinating authority

MUDALIAR, T SINGARAVELU

1 (b) Research and personality building have not at all received attention since the aim has been merely to pass an examination to qualify for Government service and not with the object of a student equipping himself with knowledge and to do research work.

(c) & (d) In my opinion the standards of teaching and of examination hitherto adopted should be reorientated.

When a student enters the University he is not informed as to the object of his entering it. He is not made to understand that it is to equip himself with qualifications to become a useful citizen of the State and to make him not only to acquire knowledge in his subject so far achieved in the world but also to expect him to add to the sum total of that knowledge. When a student enters the University he must be informed of these ideas before beginning his studies.

The present day method of lecturing to students from prepared notes has not served the purposes which I have mentioned above. In my opinion, a student must be made to learn by himself the subject he has selected, from a study of books, from observations and from experiments and the role of the teacher ought to be to guide the student in these respects, and as to the source of information and knowledge. A student in the University must be under the personal guidance of a teacher who should be accessible to him I would, therefore, suggest that a concrete step should be taken to introduce the tutorial system. My scheme is that in a College class each teacher must be placed in charge of say about 10 or 15 students Such a teacher should be the friend guide and philosopher to the student under his charge. The teacher must be expected to watch the career and the conduct of the student not only during the college hours but also during extra mural hours, to assure himself that the student has been progressive towards the goal aimed at. He should for this purpose also get in touch with the parents of the students in order to find out the students activities at home and if the student is living in healthy surroundings.

When I was the Vice-Chancellor of the Mysore University I did introduce such a system and I was surprised at the enthusiasm and interest which, not only the teachers of the Colleges but also the students evinced in that system.

2. No not till the attainment of the independence a year ago since national life was not allowed to develop by the foreign government.

MUKERJI, MR. A. C.

1 (a) Research facilities and Personality building need more emphasis.

(b) The failures are due to inadequate funds, and nepotism in the matter of appointing the teachers. As a rule the appointments are made not on the basis of academic consideration or of moral excellence, but on that of personal relationship, the result being that men of poor intellectual abilities and of indifferent moral character are appointed or promoted to higher posts.

(c) The Universities cannot maintain the high level efficiency mainly because (i) the teachers are not always rightly selected, and (ii) their financial security depends upon the number of students, and not their fitness.

(d) The Universities should be made financially independent through adequate State aid and public benefactions.

NAG N C.

1 (a) Mainly teaching with the limited object of helping to secure degrees. Research in some cases. Research and personality building are needed most.

(b) General unrest in the country for two decades over-crowding in Universities., lack of adequate financial resources a deterioration of economic condition.

(c) Fairly uniform level (of examination) but not high, I should think.

(d) (1) Revision of syllabus in the light of Universities abroad (2) Either limitation of number of students or expansion of accommodation, staff, library and laboratories. (3) Adequate arrangement for tutorial instruction (4) Stipends for really meritorious students.

2. No

NAIDU P S

1 (a) Of the three aims, teaching alone has hitherto received adequate emphasis. Research needs more emphasis, and that immediately

(b) Defects in the actual working out of these aims are due to—

(1) Poor mental calibre of students joining the University

(2) Consequent strain (unnecessary and avoidable) on the staff in lifting them up to the minimum level needed for profiting by teaching at the University level.

(3) Examination—Obsession haunting students as well as teachers.

(4) Intolerable load of routine teaching to be borne by the staff.

(5) Presence of a distressingly large proportion of persons, both among students and staff who are misfits in the University

2. They do not, but the main reason is that "national life and thought" are vague and indeterminate objectives. When "national life and thought" are defined and understood in terms of our spiritual heritage, then Universities will be in a position to exercise adequate and proper influence.

3 (i) Development of University education should have a short term aspect as well as a long-term aspect.

(ii) Immediate aim should be to give a spiritual orientation to University studies at all levels India should be the rallying ground for fighting anti-spiritual Communistic forces

NARAYAN DR. A. L.

1 (a) & (b) Generally speaking only Teaching has received proper attention. Universities must do infinitely more, than teaching facts and theories. They must help the students to develop their faculties. They must train them to think independently It is of vital importance that teaching should not be divorced from Research.

(d) Students while specialising in their own subjects should at the same time receive the wider education which they need as men and citizens. Moral philosophy should be a compulsory subject in Universities.

NAYAR, DR. A S MANNADI.

1 (iii) (a) The University as present constituted is a more or less an Examining University but it has some research departments under it. So both (ii) and (iii) of the general aims mentioned have not received adequate attention and more especially (iii) has had little attention paid to it at present. Personally I would give priority in the following order (i) personality building (ii) teaching and (iii) research.

(b) Only teaching has had attention. Research done has not been adequate and personality building has had no attention paid.

(c) This University maintains a good standard of teaching and examination at a fairly uniform and high level

(d) I would suggest that all the students of the University are kept in *University controlled hostels* where (i) adequate provision is made for the staff to come in contact with the students if possible some of the staff members staying near the hostel (ii) adequate provision is made for sports, debates and development of Fine Arts, etc. so that the leisure hours are profitably spent in fruitful channels for development of

character (iii) More individual attention is to be paid by having a small number of students in each section under the professor and individual assessment of merit in the class room. (iv) More library facilities are provided for each section and more library hours are allotted for the students to read and digest under the guidance of the professor

3 That depends on (i) the availability of the right type of personnel and (ii) financial ability of the University to pay adequately for the best men available.

NIHAL SINGH, GURMUKH.

1 (a) Among the three main aims emphasis has so far been placed on teaching though in recent years research particularly in Physics and Biological Science, has received some attention. Professional and technical education has not received adequate attention. Personality building has been generally neglected.

(b) Failure and defects are due to —

(i) the original objective being training for lower and middle ranks of public service

(ii) too much importance being attached to passing examination and obtaining degrees

(iii) too little stress being laid on tutorial and seminar systems

(iv) paucity of funds and

(v) lack of personal contact between teachers and the taught.

(c) The Universities have not maintained uniformly high standards in teaching and examinations desire to show good results and rivalry in this respect has led to deterioration of standards and even to dishonest practices and preparation merely for examinations.

(d) For the achievement of better results I would suggest —

(i) Raising the standard of admission to Intermediate

(ii) Reduction of the number of lectures, stopping of spoon feeding—improvement of the quality of lectures

(iii) Inculcation of Library habit

(iv) Increasing use of the seminar system and of the tutorial system—the latter is better but more expensive

(v) Emphasis on study groups, academic associations and independent thinking.

(vi) Creation of opportunities for informal intellectual contacts between teachers and the students at discussion groups, dinners, parties, etc.

(vii) Improvement in the position, status and emoluments of teachers in order to attract and retain best men in the profession. During the last few years a number of good teachers and scholars have been attracted to government and private service and business

(viii) Reduction in hours of teaching to enable them to do higher quality of work and to do research—affording greater and better facilities for study leave. There should be periodical review of the work and qualifications of teachers in order to see that reduction in teaching hours does not promote laziness but higher and creative work.

3 The immediate aims of University education in India should be —

(i) To arrange for the change in the medium of instruction in such a manner that it does not lead to any further deterioration in standards during the transition period —

(ii) To prepare books in Indian languages for use in Universities

(iii) To provide trained personnel for public services, business, industry and professions

(iv) *To increase facilities of scientific and technical instruction* and research and education and research in Economics, Politics and Public Administration

(v) Achieving uniformity in admission standard, in respect of duration of various courses, and in the standards of examinations

(vi) Making a beginning in real University education in order to bring about development of personality and intellect as opposed to the imparting of mere information and knowledge.

NIRVEDANANDA, SWAMI.

1 (a) Personality building appears to have received very little attention

(b) Education during the British regime was unrelated to the present surroundings and past traditions. A foreign system was imported that went to divert the pupils minds to other ideas than their own Alienated from their own cultural heritage they were inspired directly or indirectly to ape foreign manners and customs. This blocked the natural growth of their personality

The education system during this period was concerned practically with the academic side only Academic distinction followed by a lucrative job came to be the highest ambition of brilliant student. Teachers came to be appointed on the strength of their academic qualification only Training of the heart and the hand was nobody's concern. No systematic training would be imparted in the earlier stages of education for developing either the power of observation the taste and aptitude for practical work or love for their own country and humanity in general This made for lop-sided growth of their personality

Even academic education with which the Universities were almost solely concerned consisted primarily in thrusting of information, and that also through a foreign language. This also went to retard the growth of their personality by putting an unwholesome strain on their faculties.

(d) Assuming that personality to be developed will be of the Gandhian type and not of the Hitlerian one, the following suggestions are made —

Provisions have to be made for systematic training of the will. By this training are meant systematic efforts for developing the will power of the pupil and giving it a proper direction. For developing the will-power arrangements should be made for the practice of self control and concentration of mind, and for giving it a proper direction social service particularly should find a place in the College curriculum besides the study of the Humanities, Aesthetics, our cultural heritage and lives of personalities of the Gandhian type. Self control and concentration of mind, to some extent, may be acquired by the average student through some form of military drill and discipline. Residential colleges or hostels run on the lines of the Gurukul may go a long way to foster these two indispensable factors of personality

So, if personality-building be taken up as an important objective of our University education, Colleges should not remain concerned with class-work only and hostels should become something more than mere residences of students. These should be located away from the distracting milieu of cities like Calcutta in quiet suburban areas where the students may find plenty of scope for contact with nature as well as for outdoor games and sports. Such a setting is essential for the growth of the desired type of personality The structures should be clean and simple compatible with the standard of living of the average student. In this way if all the Colleges of, say Calcutta be shifted to a suitable area, a University town with a distinct academic atmosphere and a favourable environment for the growth of personalities may be reared up. The ideals and techniques of Nalanda may be combined harmoniously with those of Oxford, Cambridge and Harvard.

Then for balanced growth, academic work should be supplemented by manual work in farms, factories or workshops and also by some form of social service. (In the earlier stages of education in Primary and Secondary schools, adequate stress ought to be laid on developing the powers of observation as well as the taste and aptitude for practical work.)

PANDE, SHIVADHAR.

1 (a) In modern education, there is no *Svadhyaya*. Ideas are not assimilated in the soul, and made part of individual and national life. University education is a veneer for Indians both Hindus and Mohammadans.

(b) Parties are rampant among the teachers and the taught. And this is likely to develop on a dangerous scale. There must be only one party in a University the party of the whole Nation

(c) Universities are backwaters while they should be the van-*guards of the nation.*

PAPATLA, LT-COL. P

1 (a) Mostly teaching and to a lesser extent research but nothing of Personality-building. The latter too need more emphasis.

(b) Because selection of the right type of persons as heads of de partments was not made.

(c) Some older Universities have tried their best but communal policies of certain provincial Governments which dictated what per centage of different communities are to be admitted to different colleges even teaching professional subjects like medicine and Engineer ing irrespective of the proficiency of the candidates, have undermined the standards.

(d) *Admission to colleges, should be based strictly on merit and* not on communal, territorial, or party considerations. Selections should be controlled by an independent Governing Body on which the University should be represented Governments should be requested not to introduce their politics (if communal) into the field of Univer sity Education.

2. Not much.

3 (i) A short time aspect for 3—5 years and easier a long-term aspect.

(ii) Equipping the students to serve in nation-building activities.

PAPWORTH, H C.

1 Universities in India have concentrated on teaching of the mass production type. With a few exceptions, they have neglected re search, and all, in my opinion have ignored the training of personality and character

An inevitable result of teaching with the object of the mass production of graduates is that the standard of both teaching and examinations is often quite unworthy of university rank.

PAREKH, RASIKLAL C.

1 (a) I think that in India we have had no University in the real sense of the word—that is in the sense we gather in the history of this institution in Europe. We have had colleges regulated by bodies mis-called Universities. In fact our foreign rulers gave us faked Univer sities just as they gave us faked democracy So in my opinion none of the three has received adequate attention. But comparatively teaching has received some attention while research is generally neg lected and as to personality-building, I do not think our Universities

have even attempted it. For most of our Universities the last was not possible though some colleges affiliated to them did this work in varying degrees.

(b) Because they are lacking in the essential of a University i.e. a sort of brotherhood of persons devoted to the pursuit, advancement and propogation of knowledge.

(c) The standards of teaching have not been high.

(d) If we make an attempt to have real Universities we can achieve all the three aims adequately i.e. as I said just now have real brotherhoods of men devoted to the pursuit of knowledge etc. at several suitable places and not the present debating bodies where the voice of the real man of learning scarcely finds a hearing. I think we must have the courage to throw away the counterfeit coin and learn the art to mint the real one. We can take much from the Universities of Europe e.g. from the Universities of Paris Oxford, Cambridge and German Universities of the period before the first world-war and inspiration from our ancient tradition.

The essence of the matter is that we must have an intimate life of learning as between teachers and teachers and as between teachers and students.

2. The answer is implied in (1) To-day the influence is neither adequate nor quite proper

3 (i) & (ii) The short-term aspect of the University education should include at least personality-building and a general knowledge of the rudiments of physical sciences, and social sciences. If it would not make a learned man it would at least make a man with a taste for learning and culture. For persons who want to be men of learning and qualify themselves for research there should be the longer aspect.

PATNA UNIVERSITY

1 (a) Of the three general aims of University education, teaching has so far received most attention and personality-building least. As regards research, some work has been done in some of the colleges and the University has also recently made provision for it. But even as regards teaching, it has not been of adequate quality nor in all important subjects, though conditions in the Government and some of the other older colleges are better than in others.

Research and personality-building are the two aims needing more emphasis now

(b) The causes of poor teaching are a qualitatively inadequate staff on account of the higher emoluments in other services and professions and a quantitatively inadequate staff resulting in overcrowded classes, fewer tutorials, and little individual attention to students. Other causes are too many students unfit for University instruction inadequate buildings, a foreign medium of instruction however inevitable in so far as it continues.

Research has suffered because teachers capable of research have too much class work and are sometimes inadequately paid. Two more important causes are lack of training in research work and of appreciation when done.

Personality-building has been entirely inadequate because of education in the past not having been in consonance with national culture. Other causes are insufficient Hostel accommodation, and unsatisfactory Hostel management, lack of touch between teachers and students, inadequate play grounds, inadequate provision for excursions etc., unsatisfactory home and other environments very little preparatory work in the Primary and Secondary stages of education. Another important cause is lack of provision for student personnel work.

(c) No

(d) Some of the concrete steps of reform are implied in the causes of the defects enumerated above.

A new orientation of University education will require emphasis on education as an end by itself and not a mere stepping stone to the professions and public services. Exchange of teachers between Universities will also be valuable.

(i) More centralised control through the University of the daily routine and teaching in different colleges throughout the province.

(ii) Setting up of the Patna University on a teaching and residential basis.

(iii) Colleges outside Patna to be more directly controlled by the University

(iv) Direct and frequent contact between teachers in different subjects in colleges outside Patna and Heads of Departments of the University

(v) University Professors (Heads of Departments) should promote the formation of academic bodies among teachers and students and guide and encourage learned discussions.

(vi) Reduction in the number of students per class

and (vii) Reduction in the number of hours of lectures.

No improvement in teaching research work or personality-building is possible without increasing the ratio of teachers to students, reducing the nominal hours of work of the teachers and creating that social and intellectual environment in which the attractions of the teaching profession compare favourably with those of the administrative services. Small residential Universities should be developed. Such a course would enable us to diversify the causes, make it possible to allow more freedom for the students to select topics and subjects to build up the structure of their individual curriculum and thus compel individual attention to the pupils. It is thus that individual variations would be made possible and personality built up

2. No it has been neither adequate nor direct.

3 It should have both the short term aspect should include provision for training in citizenship and for training in direction and control. It should also include provision for training in applied Science Polytechnics where specialised courses would be available and with the minimum of basic qualifications, and thus the gap bridged between general and professional education. The short term aspect should also aim at meeting the increased demand for University Education, for Hostel accommodation as well as for new branches of study The long-term aspect should aim at greater facilities for higher teaching in all branches of knowledge, pure and applied.

It should be possible to devise a long-term plan which can be carried out in stages. For example better methods of admission to Universities and higher standards of Post-Graduate instruction and research as well as attention to Personality-building should come before organisational reforms.

PRADHAN N C.

1 (a) Teaching has received adequate attention. More emphasis is needed in research and personality-building.

(b) The absence of a free atmosphere is the main reason of existing failures and defects. The position is likely to change now Another reason is that Universities have not received adequate Government financial assistance.

(c) Yes.

(d) Greater facilities for a tutorial system of instruction under favourable residential conditions will go a long way towards achieving the desired result.

2. The currents of national life and thought have changed after the achievement of independence. It is too early to assess the influence of Universities and Colleges on national life and thought.

3 (i) It should have a long-term aspect only

(ii) Does not arise.

PRASAD DR. BISHESHWAR.

Teaching in residential unitary type of University is always of a higher standard than that in other types of Universities, for naturally the same facilities of library laboratory or competent staff cannot be available to the affiliated colleges.

(i) Research is a national asset and the nation as a whole (the Federal Government) should have direct control over it. both in the matter of finance and initiation

(ii) The present tendency of treating the University teachers in the matter of states and emoluments on a level lower than in the executive or judicial services should be abandoned.

PUNTAMBEKAR, S. V

1 (a) None has received adequate attention. All three go together and are equally important.

(b) Failures and defects are due to want of drive and of inspiring tradition and environment mercenary aims prevails.

(c) No (1) Bad coin drives away the good. (2) Politics of the University

(d) Rigorous tests, restricted admissions, and eschewing politics.

2. No There is no indigenous leadership in thought and inventions. Knowledge mostly borrowed, unrelated to the past and the present.

3 Both short-term and long-term aspect.

(i) Restriction of numbers.

(ii) Intensive study of subjects.

RAHMAN HABIBUL.

The primary aim of University education is the creation of an elite, an intellectual aristocracy drawn for *all* social strata and capable of conserving and diffusing the highest cultural values. Its *secondary* aim is advancement of knowledge through research. Teaching is just one means of shaping personality mainly on the intellectual side, active participation in properly organised, wholesome community life in and outside the University being a more effective means.

Personality-building, teaching and research have all been neglected in varying degrees by Indian Universities. Of those what is the most important objective, especially in free India today namely the development of personality has unfortunately received the least attention. Our Universities have concentrated almost wholly on teaching certain branches of knowledge and certain forms of technical skill but this teaching has failed to develop in our University men and women the basic intellectual abilities i.e. the ability to read printed word or listen to the spoken word with critical understanding, the ability to organise ideas and to express them effectively Being examination-ridden, it has failed even to give our youth *knowledge* sufficiently deep and broad to embrace men's physical and social environments and the inter-relationships between them. The volume of *research* produced by them has, with few exceptions, been satisfactory neither in quantity nor in quality It has been confined largely to physical sciences, and in a lesser degree perhaps, to biological sciences or to technical applications of these sciences. In the Arts faculties the amount of research has been negligible If research in social sciences continues to be neglected there is a very real danger that humanity may destroy itself with the very weapons furnished by natural sciences.

The two-fold task of intellectual education, viz. (a) increasing the range and depth of the students' knowledge of physical and social worlds and (b) training them in the arts of (i) critical reading and listening, (ii) of clear and correct organisation of ideas and (iii) of effective expression can be accomplished successfuly through a careful examination and overhauling of University curricula, methods of teaching and learning, organisation of curricular and extra-curricular work, and methods of assessing and recording through examinations or otherwise the progress of students. Existing curricula in our Universities lead to narrow specialisation. They can be made more effective instruments of training for citizenship and their inadequacy and lopsidedness can be partially remedied through the provision of at least two kinds of orientation courses, viz. an orientation course in physical science and an orientation course in social studies. These courses should begin in school and should be continued in the University The entire course for the school and the University can be so graduated as to ensure an understanding of both physical environment and human society culminating in an intelligent grasp of the major economic, political and social problems of the day confronting the world. The average *Indian graduate in arts is ignorant even of the most elementary* concepts of natural science, and the average science graduate has hardly any conception of fundamental economic, political social or philosophical problems. In fact neither the average arts graduate nor the average science graduate deserves to be called "an educated person"

No reforms can be effected in University education unless conditions are created that enable appointing authorities to secure, without any fear of subsequent harassment, the services of the right type of scholars on their staffs, and to keep them happy and contended. No body possessing inferior academic qualifiactions should be able to get appointed because he happens to be related to an influential person or because he is attached to an influential party If a scrutiny is made of the qualifications of teachers in different Universities, many may be found holding positions grossly incommensurate with their academic qualifications. It is these persons, whom few dare dislodge, who are responsible not only for lowering the general quality of teaching in universities but also for poisoning the atmosphere of these seats of learning.

RAMA CHANDRA.

1 (c) In my opinion the Universities which I know progressively watered down the standards of examinations and so of teaching.

2. If one of the chief functions of the University is to educate its alumni with a view to integrate the units of the nation, I am afraid our Universities have not achieved the purpose. They have exercised practically no influence on village life and thought.

RAMA RAO DR. K. G

1 (a) Teaching has received adequate attention in teaching & residential Universities only in others teaching standards have varied within wide limits.

Personality building has not received any attention. This is so even in residential Universities.

Research and extension teaching work need more emphasis now

(b) Academic aptitude (which is the biggest incentive for University work) is lacking in University teachers.

Some of the causes of failures and defects are —

(i) Unco-ordinated and rigid teaching procedures and programmes over-glorification of information aspects of teaching and learning to the neglect of inspiration and participation aspects invasion of bureaucratic trends and tendencies into University teaching and administration

(ii) Absence of extension teaching work.

(c) No They have not even made any effort in this direction

(d) (i) Selection of University teachers to serve academic and national interests only

(ii) Provision of educational guidance for assisting entrants to the University in the choice of courses of study

(iii) Co-ordinated University teaching, research and extension programmes, inter-departmental and inter-collegiate academic work.

(iv) Institution of research societies and research councils.

(v) Discontinuance of text-book teaching Supervised library work.

(vi) Introduction of the system of individual tutorial and group seminar

(vii) Whole-day and whole week University work (which should include social and recreational activities of both teachers and students)

2. No. Universities do not form an integral part of national life and thought.

3 (i) Yes in the present context of the nations need for speedy development of its man power as well as physical resources.

(ii) Immediate aims should be

Finding officers who are Al in intelligence and personality for the Nation's public services, both state controlled and voluntary

Stimulating applied research

RAMANUJAM MANAWALA.

1 (a) The three aims of University education referred to have re
eived attention in Universities, but the amount of attention in regard
o each of these aims has varied from University to University Most
f the Universities have laid greater emphasis on teaching.

(b) The value and importance of research has not been realised
n this country until in recent years. Secondly there has been a lack
f adequate financial assistance from Central and Local Governments
or the prosecution of research which is a costly item for research labo-
ratories have to be built up fully and with instruments of high precision
nd costly apparatus which are not within the means of many Colleges
ffiliated to the Universities. Consequently in most Universities very
few Colleges teach up to the Honours standard from which alone
students for research could be recruited.

(c) The Universities have maintained standards of teaching and
examination pretty fairly

(d) Less emphasis should be laid on examinations than at pre-
sent. Means must be found to give greater attention to character
building and to research, in properly equipped colleges For the
latter purpose governmental aid is very essential. With regard to the
former the proportion of teachers to the students that exists in the in-
situations at present has got to be greatly increased so as to make it
possible for tutorial system to be introduced in the institutions. To
obtain best results from teachers, adequate scales of salaries have to be
provided. To recruit the right type of teachers the scales of salaries
offered and the terms of service should be favourable as compared with
other professions in the country

2. It is a fact that Universities in India have not played their part
and have not exercised adequate influence on the national life and
thought so far But the Universities have exerted considerable influ-
ence in the field of politics and administration

3 (i) University education must be progressive and dynamic and
must involve both aspects.

(ii) More output of research, a large number of technical men,
and development of a sense of community living among the students of
the University For this, greater encouragement from Government is
needed.

RAMASWAMY E. K.

1 (a) Research and personality-building have received almost no
attention and they require an adequate attention in the future.

(b) Want of research facilities lack of post-graduate courses (in
Technical and Engineering courses) which would encourage research
almost a total negligence in the routine work of the Universities of that
part of education which would contribute to the building up of a pro-
per personality

(c) Introduction of adequate cultural subjects in Scientific and Technical courses and a scientific bias in the Arts courses. Admission to the University only of students who would benefit by the Course. There should be no overcrowding of the institutions. An adequate and carefully selected staff should man the institutions.

3 (i) Promotion of higher education in all branches of study Scientific, Technical and Arts courses with ample facilities for research.

(ii) Provision of this higher education to men and women who would profit by it.

(iii) University degrees must cease to be the sole criterion for employment. Post S.S.L.C. courses must be opened to draw men and women who wish to qualify themselves for a trade business or profession with a view to subsequent employment thus diminishing the demand from a large percentage of men and women for University education. Only those who have a fitness for the University courses should be taken into the Colleges.

(iv) Able and experienced teachers in the Universities must be sent out to the various foreign Universities for a period of 3 to 6 months. This will have a more beneficial effect than sending out of young men and women soon after their graduation.

RAO A. NARASINGA.

1 (d) The remedies suggested are —

(i) During the summer holidays (or any other long holiday season common to a group of Universities) facilities should be provided for all teachers of the same subject to meet for 2 weeks or more in a common centre every year where there will be discussions and symposia on recent advances in the subject, on improvements in the methods of teaching etc. The usual conferences are far too crowded and brief and too high for the ordinary teacher

(ii) Every teacher should be allowed perhaps even compelled, to take leave on almost full pay for 6 months, once in 5 years, this period to be utilized to visit other University centres while they are working to study the teaching and work with the scholars in that centre. Where one wishes to go abroad the leave should be extended to one year

RAO V C VESAVA.

1 (a) Teaching has received adequate attention. Research and personality-building need emphasis.

(b) There is hardly any opportunity for the teachers to build up the character and personality of the students. Those engaged in the higher branches of learning have too much teaching work and no time for research.

Examinations are being given undue prominence.

(c) Unfortunately not in every case—

(d) (i) Every student must read a certain number of books apart from his text books every year

(ii) One period per day should be set apart for reading a daily paper and encouraging the students to take an active interest in the national and international affairs

(iii) There should be no off periods in a day in which the students can wander about and do nothing

(iv) Degrees should be granted only after the student does a certain amount of social work.

2. No not to the extent that is required.

RAO, DR. V K. R. V

Aims of University education.—I am of the opinion that University education includes all the three objectives mentioned in the questionnaire, viz., teaching, research and personality-building. In unitary Universities, all these three objectives are achieved by the same group of persons while in affiliating and federal Universities teaching and personality-building are primarily the objectives of Colleges, while research is the main objective of University teachers. So far neither personality-building nor research have received much attention in India. Even in Universities, Professors and Readers spend too much time in administration and routine teaching, while in Colleges the numbers are so large that little individual attention is paid to students. I would *suggest the following measures for improving the position* —

(1) Institution of junior research Fellowships of the value of Rs. 500 a month, of senior research Fellowships of Rs. 1,000 a month and of research Professorships of Rs. 1,500 a month, all held by University teachers, and for defined periods the last should be held by senior members of the profession with distinctive research work to their credit.

(2) Strict limitation of the maximum number of students in a college, such a maximum being set in the neighbourhood of 500 ample residential accommodation a ratio of 20 Pass students to one teacher and of 10 Honours students to one teacher a limit of 60 students in any one class institution of a tutorial system on the lines of those prevalent in Oxford and Cambridge and active encouragement of extra-curricular activities in the College including some branch of social work.

Colleges should have good buildings beautiful lawns and gardens, and ample playgrounds. Beautiful surroundings do help to evoke the best in human personality

RAY J N

2. No Universities have very little influence on national life and thought. This is mostly because an University teacher has not got sufficient status in society A Superintendent in a Government Department enjoys more prestige than an University Professor

RAY P

1 (a) Personality-building based on character and discipline is entirely neglected. Teaching & research have received considerable attention, but unfortunately in a quantitative manner with little attention to quality and standard.

(b) Increased emphasis on *quality* of the products, close attention to individual students selection of really capable teachers. Mass production and running Colleges on commerical basis, and cheap degrees deserve strong condemnation.

(c) No

(d) Number of admission in a class should be strictly limited in the Honours and post-graduate classes. Personal attention should be given to each student. Salaries of teachers should be adequate to keep them contented so as not to compel them to seek for private sources of income due to economic pressure. Suitable grants to Universities & Colleges so that they may not depend on fee income. There is no University or College life, strictly speaking, in India.

2. No.

REDDY M GOVINDA.

1 (d) The Universities have not maintained a uniform level at all times. The best method is to recruit teachers from all sections of the people so that there may be identity of interests between the teachers and the pupils. A good number of them must be able to secure employment at the end of the Matriculation, so that a few might enter the university really to acquire culture and not merely to get a degree as a pass-port to employment.

3 There should be both short-term and long-term proposals for example vernacularization may be a long term proposal but continuation of English is a short-term one. Autonomy in universities should be a long-term proposal. For the moment Government cannot relax control of administration. The immediate aim should be to divert men into employment at an early stage, and to build the university for really competent men. We should divert men from public services to Agriculture, so as to make them love the village in preference to the town. They should be made to spend their vacations in the villages in pursuit of agriculture and farming.

Oral Evidence

ROY HON'BLE DR. B C.

The standard of teaching in schools and colleges had deteriorated due to a teacher being called upon to teach more than three times the normal strength of pupils and to his extremely low scale of pay which fact had lowered the standard of examination. In the last two or three decades as a result of expansion of the Universities government was not able to give any appreciable help to the colleges, and if any money was given it did not amount to any substantial aid.

I do not blame the University alone for not imparting the desired standard of education, as from my close association with the University I find that all that a parent was concerned about was to send his boy or boys to a school or a college to pass at least the B.A. standard.

SAHAY BALDEV

1 The Provincial Government should come forward to give substantial aid to such Colleges the necessity of which is established to their satisfaction. Substantial aid must mean sufficient grant to enable them to have staff on the same scale of pay as obtains in the Government Colleges. Grant in-aid to these affiliated Colleges should be made through the University and not through the Director of Public Instructions as is at present.

SAHAI, DR. HARGOVIND.

1 (a) Teaching perhaps has received more attention than either of the other two aims which have been neglected. Research and personality building need more emphasis now

(b) Universities have hitherto largely been the gateway to Clerkships and the highest Government posts alike. The best type of brains usually went into the I.C.S and other services and the Universities were forced to recruit men who were not quite so good. They tended to take up university teaching as a career rather than vacation to the consequent neglect of research.

(c) Not generally as the educational standards throughout the country have fallen.

(d) (i) Improving the standards of primary and secondary educations.

(ii) Making primary and secondary more widespread without lowering standards so that the Universities can have better selection in admissions.

(iii) Scholarships sufficient to maintain poor but brilliant students at the universities and not merely the exemption from paying fees.

(iv) Universities should have an Entrance Examination to weed out unsuitable ones.

(v) Above all, the status and conditions of the service of the University teachers should be raised so that the best minds do not go away into the services but instead would foster and apply themselves to research.

RAY J N

2. No Universities have very little influence on national life and thought. This is mostly because an University teacher has not got sufficient status in society A Superintendent in a Government Department enjoys more prestige than an University Professor

RAY P

1 (a) Personality-building based on character and discipline is entirely neglected. Teaching & research have received considerable attention but unfortunately in a quantitative manner with little attention to quality and standard.

(b) Increased emphasis on quality of the products close attention to individual students selection of really capable teachers. Mass production and running Colleges on commerical basis, and cheap degrees deserve strong condemnation.

(c) No.

(d) Number of admission in a class should be strictly limited in the Honours and post-graduate classes. Personal attention should be given to each student. Salaries of teachers should be adequate to keep them contented so as not to compel them to seek for private sources of income due to economic pressure. Suitable grants to Universities & Colleges so that they may not depend on fee income. There is no University or College life strictly speaking, in India.

2. No

REDDY M GOVINDA.

1 (d) The Universities have not maintained a uniform level at all times. The best method is to recruit teachers from all sections of the people so that there may be identity of interests between the teachers and the pupils. A good number of them must be able to secure employment at the end of the Matriculation so that a few might enter the university really to acquire culture and not merely to get a degree as a pass-port to employment.

3 There should be both short-term and long-term proposals for example vernacularization may be a long term proposal but continuation of English is a short-term one. Autonomy in universities should be a long-term proposal. For the moment Government cannot relax control of administration. The immediate aim should be to divert men into employment at an early stage, and to build the university for really competent men. We should divert men from public services to Agriculture, so as to make them love the village in preference to the town. They should be made to spend their vacations in the villages in pursuit of agriculture and farming

SASTRY M. P L.

It is only teaching that has received adequate attention so far in most of the Universities in India. Research, particularly in Science subjects needs great emphasis at the present day This should be developed without sacrificing the interests of teaching. Though personality building is the most desirable aim of University education it seems to be impracticable in view of the large number of students that are entering the portals of the university Personality building is largely the result of close association of eminent men known for their learning and character who have to head different branches of study in the Universities. In view of the increase in the number of Universities, the number and the variety of Departments and limited finances, it may not be immediately practicable to attract such men to fill up the posts in each branch of study in several Universities. Yet, this should be kept as an ideal Attempts should however be made to fill up the posts of Professors, Principal and Vice-Chancellors in various Universities with men of repute and erudition so that it may have a healthy influence on personality building of students.

The introduction or the revival of the Tutorial system with a definite plan will go a long way in moulding the character of the pupils entrusted to them.

SAVOOR, DR. S. R. U

1 (a) Teaching has hitherto received adequate attention, research and personality building require more emphasis now

(c) I think that on the whole standards of teaching and of examinations have been satisfactory

SEN R.

1 (a) None of these has received hitherto adequate attention. The aim of the University should be the advancement learning, and to attain this end it should pay full attention first to teaching and second to research. If these are properly done personality building will automatically follow

(b) So far the University instead of fostering proper teaching has mostly concentrated its efforts in drawing up curricula and conducting examination of Intermediate and under-graduate courses, and these also have not been done in keeping with the requirements of the country and society but have been mostly copied from others, hence the defects and failures of University teaching. Financial handicap has also been to a certain extent responsible for defects and failures.

(c) The University should first and foremost be a teaching body and not a mere examining body as it is mostly at present. It should discard conducting examination in courses in which it does not impart teaching. The University should not depend on the fees obtained from junior examinations as its source of income.

SAHU LAKSHINARAYAN

(i) Not even teaching. The lecture method is not so good. Socratic method should be applied. More questions and answers—they are more useful. The Note method leads to cramming and discourages thinking.

(ii) Research is necessary

(iii) Personality building is nil because most of the Professors have no personality of their own.

(a) Teaching. More emphasis is needed now on research and personality building.

(d) Every student must be encouraged to write a book of his own-call it thesis or anything you like.

2. No

3 (i) (b) Long-term aspect.

(ii) The immediate views of the University must be its feeling of full freedom so far as education goes. It must not be tied to the apron strings of the Government.

SALAMAT ULLAH.

(a) I think so far our Universities have mainly emphasised on their teaching function while research and personality building, have received only superficial attention.

(b) This situation is primarily due to inadequacy of equipment and material needed for research and lack of social opportunities and contact with the life of the people outside the University campus which is indispensable for personality building.

(d) For conducting research well-equipped libraries laboratories and workshops are needed So far as personality building is concerned, it is essential to provide better opportunities for participation in the social life inside as well as outside the University

SANTHANAM, HON'BLE K.

1 Personality building must be a resultant of the traditions and atmosphere of the University and not a delibrate organized activity

Research is fast becoming a mere profession. Universities should be content with provision of facilities for research workers but should not make it easy for obtaining highly paid jobs in the name of research.

2 The influence, though adequate, is not of the requisite quality There is a lack of depth and concentration in the University students of to-day

3 (ii) University education should be constructed on more or less permanent basis.

Lastly only the best men should be appointed as teachers in the University Colleges. The scale of pay should be uniform in all Colleges and should be such as to attract really good persons to the teaching line. It is difficult in these days of inflated currency to fix the grades but in no case should it be less than that in the administrative departments of the Province. There should be at least four categories of teaching staff viz. Professor Associate Professor Senior Lecturers and Lecturers. It will often be necessary to add still another category called Instructors or Demonstrators.

All members of the teaching staff must have teaching duties. The beginners may carry on research but they should have more of teaching duties. Any one with less than four years of teaching experience should not be appointed as Reader

SIDDALINGAIYA, DR. M.

1 (a) & (b) None of these aims are satisfactorily met at present for the following reasons

(i) Teaching is at present done entirely for helping the College youth *to pass the time-honoured stereo-typed examinations.*

(ii) Inadequate scope to carry on research on *practical lines* and

(iii) Personality building cannot receive any attention so long as the worth of the pupil and the worth of the teacher are determined almost entirely by the examination results that test the bookish knowledge acquired, memorized and stored up in the mind.

(d) *Steps for reform* —1 Education at present is one of instruction and not of training of knowledge and not of attitudes and habits. Take the example of the process of Indianization through education. "To say we are Indians is one thing" and "to feel that we are Indians and to behave as Indians is another thing"

The modern psychologists and educationist speak of Education as the building up of S—R bonds (Stimulus—Response bonds)

The first S—R bond that is to be built up in the nervous system of each and every future citizen of our country is that which should help him to "*behave* as an Indian.

How to do that is therefore the first problem of education in our schools and colleges. The process of Americanization adopted in the programme of work in American schools and Colleges where they have to deal with immigrant children every year and make them full-fleged Americans is indeed a technique full of value for us here in India with reference to the "Process of Indianization"

2. Formal education in our schools and colleges continues to be an instrument of social conservation. We need to-day an education for co-operative and responsible living for a healthier attitude towards common man and for broader sympathies.

3 Education should also be directed towards earning a living. H M. Jones, in his book "Education and World Tragedy" says, "A garage mechanic, confident of his tools, doing the best possible repair job working cleanly and accurately within the pattern of his craft, would seem to be far better a more integrated citizen, even for Plato's commonwealth and Aquinas University than apologists for a liberal education thus remote from kindliness and actuality" (Page 62) In America even brick laying forms an integral part of education.

4 Even in the sphere of purely academic education as qualification required for entry into Government service, our ideas need a thorough change. The system of examination must be so changed as to assess the worth of an individual, his physical well-being, social virtues, his attitudes towards life and society etc.

5 A new curriculum must be drawn up Throughout the student career the youth must be given opportunities to think about problems and institutions, to develop attitudes of understanding and tolerance and to perfect habits of right conduct and creative self-expression. New text-books and new modes of examinations will be necessary

6 For this purpose we should get the syllabuses, courses of study text-book etc. used in England and U.S.A. and start "Text-book libraries" Such of those who are academically minded and those who have the aptitude and the capacity to frame new syllabuses text books and test materials, must be encouraged to carry on this kind of research and produce as much new type material as possible for use in our colleges.

7 This kind of re-orientation given to General education in our Colleges might help us towards the building up of "Personality" of the individual personality implying both Individualization and Socialization —individualization in the sense that we must find out what the individual is capable of *doing* and helping him to do so that, and socialization in the sense he can serve the society best by doing that which by nature he is best fitted to do

SHARMA, D L. & RAO V APPA.

1 (a) (ii) and (iii) need more emphasis now

(b) For want of really qualified personnel for directing research and for want of realization of the value of character in all spheres of national life.

(c) Not always.

(d) Concrete steps are suggested below

2. No.

SHARMA, TULSINARAYAN.

1 Of the three aims of University education only the first (Teaching) has received some attention in our country but in the educational system of independent India all these three should receive adequate attention from the Universities, for the simple reason that any clear cut demarcation line is not possible between these three aims consistent with a balanced education for the future citizens of the country The existing Universities in India are no better than degree Colleges aiming at the manufacture of large number of mere degree-holders, without caring for imparting proper education. In the context of their inception, Universities had to depend mainly upon tuition fees of the students as a result of which the University authorities had to admit large number of students irrespective of the attainments of the students. This is the main reason to which the failures and defects in the actual working out of these aims can be attributed. Naturally the standard of education of the Universities has been low

2. No

3 The development of University education should proceed according to a long-term plan only In the short-term period, the present arrangement may continue to be replaced gradually

SHIVESHWARKAR, S. W

1 (a) Only (i) has received adequate attention (ii) is receiving some attention but (iii) has not received any particular attention so far (ii) and (iii) therefore need more emphasis now

(b) Large numbers make it difficult to achieve the aims.

(c) No—not all of them.

(d) More residential Universities or a smaller number of students in each division in the affiliated colleges.

2. No.

SINGH R. K.

I will start with the blunt assertion that University education has not taken root in India. While possessing the hall-mark and crucial differentia of a University the right to confer degrees, which right they have exercised ever since the creation of Universities of Calcutta, Bombay and Madras in 1857 they lack in all the more important essentials. Their contribution to teaching, research and personality building has been disappointingly poor Lord Curzon's denunciation of University education which found expression in his Simla address on September 20 1905 applies with equal force even after a lapse of over four decades. "Everywhere it was words that were being studied not ideas. The grain was being spilled and squandered, while the husks were being devoured But in the rut into which it had sunk, I doubt if

Europeon education in India as we were conducting it, could be described as a preparation for living at all, except in the purely materialistic sense where unhappily it was too true. But of real living, the life of the intellect, the character the soul, I fear that the glimpses that were obtainable, were rare and dim." This failure I venture to attribute to a complete lack of educational engineering. I hold with Lord Curzon that "the man who has grasped the educational problem has got nearer to the heart of things than any of his comrades, and he who can offer to use the right educational prescription is the true physician of the State." It is to be regretted that the right educational prescription has yet to come.

SINGHANIA PADAMPAT

1 (a) All the three require equal emphasis.

(b) Teaching has failed as there is too much subordination to the examination Research has failed on account of inadequate facilities and personality building on account of the lack of personal touch between the teacher and the taught.

(d) There should be bifurcation of subjects at the University stage viz. (a) Academic Universities teaching academic subjects and (b) Technical Universities imparting education only in Technical subjects including Commerce and Art. There should be further specialisation at different Colleges and Universities of particular branches of particular subjects. Research facilities should be immensely enhanced and steps should be taken to make better personal contact possible between the teacher and the taught.

3 (ii) Proper development of mental, cultural civic, and national faculties amongst the students should be the immediate aims.

SINGH, NARENDRA SINGH.

1 The development of higher University Education in India was more in the nature of a hybrid growth It originate partly with the need of our imperialist rulers for training up cadres of subordinate Personnel for their bureaucratic administrative machinery in this country and partly with the general hankering for modern scientific and literary education amongst the enlightened section of public as a result of the general impact of Western Culture. University Education in India whatever be its general aims in other countries has functioned more or less as an adjunct to the imperialist administrative system and had scant relation with the needs of the country It is not an exaggeration to remark that barring one or two premier Universities the general national or academic University tradition has been uptil now absent from most of our Universities.

(a) Although therefore the general aims of our University Education has been described as (i) Teaching, (ii) Research and (iii) Personality building only teaching and examination with the special reference to the restricted objective of training up clerks and all sorts of

general-utility men for Government administration received greater emphasis uptil now Although an attempt was made during the last three decades to devote some attention to (ii) and (iii) to research and personality building i.e., the scale of efforts and resources directed to that end were hardly adequate. It goes without saying that the three above-mentioned aims of University Education of a country are not mutually exclusive. But in a well-balanced system of University Education greater emphasis is always laid in the lower stages to teaching, and to research and personality building in the higher post-graduate stages. This should be the general rule followed in India also

(b) The main reasons for the failures and defects in the actual working out of the above-mentioned aims of University education in this country at present may be classified as follows —

(i) want of adequate finance

(ii) want of good type teachers

(iii) general indiscipline among students owing to a feeling of frustration and the blocking up all avenues of employment and healthy and purposeful living as useful members of the social body-politic. The days when a Graduate's degree was a virtual assurance for a well-paid Government job are long past.

(d) Any re-orientation of the present system of education in the Universities is unthinkable without a fundamental reorientation of the entire system of national education. A sound system of higher University education can only be built up on the basis of a sound system of primary and secondary education. The present system of collegiate education hardly receives any support from the primary and secondary bases. Collegiate education has in some of the larger cities therefore developed more on a commercial basis as mammoth agencies for absorbing as many matriculates as they can from the Mufassil Secondary Schools and for turning them out graduates on a manufacturing scale. In the absence of a Government grant the resources of most colleges come from the tuition fee of their students. It is easily conceivable that such colleges run on commercial lines and with large unweildy body of students can hardly provide the ideal type collegiate education. But their elimination might mean, in the absence of alternative and financially solvent institutions, the elimination of higher collegiate education altogether Any scheme for re-orientation of University and collegiate education must take into consideration the practical financial aspect of the whole problem The national Government has before everything else to find out ways and means for the financial stability of schools and coll ges.

3 (i) The short term plan should lay down a scheme for ten years with the clearly defined aim of training up of the personnel for various branches of national creative activities, for a sound system of democratic public administration and the various specialised activities

of a positive state with continually extending periphery of activities e.g. (i) Public Administration (ii) Business (iii) Industrial and Economic Development, (iv) Defence (v) Public Health (vi) Foreign and Diplomatic Service and (vii) Research and Teaching

Work on the basis of a long-term scheme for recasting and remoulding the system of University education in the background of over-all reconstruction of the entire system of national education of the country from its basic primary foundations may in the meantime proceed side by side. But the 10 years short-term plan should concentrate more on the proper training and building up of the minimum fund of human resources of the nation in the shape of a dependable cadre of administrative and creative leaders for the next phase of its development.

SINHA, G

1 (a) Comparatively the main object of the Universities has been the teaching of the graduate courses. Even the post-graduate teaching has been receiving growing attention only during the last two decades. The research spirit is still to be created. Personality building is too ambitious an object to be taken up on a mass scale.

(b) All these aims, even the quality of teaching have suffered on account of the sheer weight of numbers coming up to the Universities and the colleges from the high schools.

(c) The standards of performance of the different Universities and Colleges are believed to vary

(d) No improvement in teaching, research work or personality building is possible without increasing the ratio of teachers to students, reducing the nominal hours of work of the teachers and creating that social and intellectual environment in which the relative attractions of the teaching profession are enhanced compared to those of the administrative services. Small residential universities should be developed. The ratio of teachers to pupils should not exceed 1 to 25

SONDHI G D

1 (c) No Competition between universities for attracting students to themselves militates against uniform and high standards.

(d) Reorientation along following lines is needed.

(i) Universities should aim at specialising in special branches, *e.g.*, Arts, Science Engineering, Medicine etc.

(ii) The extra-curricular activities, where personality is best developed should be taken up to a very much greater extent than heretofore.

(iii) Students must, under sympathetic guidance be encouraged to conduct their own affairs.

(iv) To ensure better teaching it would be a good thing to have students votes as regards the teachers lecture work.

Oral Evidence

SAIYUDDIN K. G

1 My main feeling is that our quality on the whole, is very far from satisfactory and for that, both the teaching personnel that we have, speaking by and large, and the indiscriminate way in which students are drafted into the Colleges are responsible. The result of that has been that, although during the last 20 years, perhaps, the quality of some of our best products has improved, the average quality is far from satisfactory Recently a friend of mine went to Allahabad University and conducted some sort of survey into the general reading capacity and the general academic interest of the students, and he was shocked to find that a very large majority of the students hardly read anything outside the text-books. They had no academic interest. Even in the case of teachers, it has been found that culture and scholarship do not appeal to them as important problems.

One of the reasons for this apathy for real learning is I think the commercialisation of education. Even for ordinary clerical appointment, a B.A. degree has been considered necessary under the rules or from the point of view of practical competition in the market it is an advantage to have a B.A. degree. They just want an appellation for getting a job They want the label and not the education.

They just want to get through the examination. That is why one of the suggestions made here is that the University might try and consider whether they can do something to break down the specialism amongst the various subjects, particularly as between Arts & Sciences and some Arts and literature, some social and economic problems, and so on should form an essential part of the education of the students.

It is not lecture alone that counts. Discussions and writing should form an essential part in education. There is need for improvement of general intellectual standards. That I think ultimately depends on the quality of the teaching staff

SOONAWALA, M. F

1 (a) Teaching primarily and then research to some extent. The latter requires encouragement, but only on a sound basis after adequate teaching.

(b) Much of what passes for research is research only in name, for the attraction is in the name.

(c) The average standard of teaching and examination suffers by comparison with the Western standards.

(d) Conditions of work in the Universities should be such as to attract the best talent there and induce it to bloom to its fullest. An academic atmosphere where the intellectual would be content to be a student and a teacher at the same time is needed. A first rate team of teachers guiding the students can lay the foundation of a really good University education The present tendency of the Government of drawing away the best talent from the Universities to adorn various Commissions and Committees or to turn them to such wasteful occupations as liaison officers etc. is suicidal

2. Universities do exercise an influence on public thought, but mostly through its half-baked products whose guide is impulse and not discrimination.

SYED DR. M HAFIZ.

1 (a) In my opinion teaching and research in some of our Indian Universities but not in all have received fairly adequate attention. But the most neglected feature of them has been the personality building.

The failures and defects in regard to these three items can mainly be traced to one very important factor which is responsible for inefficiency in all spheres of University Education. On account of various economic and political causes the best products of Indian Universities have been drawn towards more lucrative posts carrying better status than the teaching lines. The teachers selected in various Universities with certain expectations, have not been of a very high order

(c) No The Universities have not maintained the standards of teaching and examinations at a uniform and high level.

(d) In order to achieve the best results the primary and the urgent need of the Universities may be summed up in one word, fully qualified, efficient, well contended, wide awake and patriotic teachers to whom work in the profession of teaching may become a part of their national duty without the acquisition of the proper agency of education it is futile to talk of re-orientation of the present system of education.

SRI RAM.

2. The influence exercised by the Universities on national life and thought has been negligible.

3 (i) (a) & (b) Yes.

(ii) The immediate aim of the University education in this country I believe, should be the production of an adequate number of trained persons with a strongly realistic back-ground.

ST BERCHMANS' COLLEGE CHANGANACHERRY (PRINCIPAL)

1 (a) Indian Universities have mainly been teaching and examining bodies and have done little to promote research or the building of character

(b) The paramount need of preparing students for examinations with an overcrowded syllabus has left no initiative to teachers and students for the higher aims of University education. The lack of technological and other institutes to absorb those who have neither the aptitude nor the inclination to pursue literary and theoretic studies the overcrowding in colleges due to the want of other avenues of professional eminence, the mass production of book-learned graduates whose learning is not related to the needs of the country the lure of office and the practice (mostly in Government Departments) of making a University Degree a pass-port to employment, the poor quality of secondary education throughout the country these are a few of the causes for the low educational standard of most of our Universities.

THADANI, N V

1 (a) About thirty-five years ago adequate attention was paid to personality building and there was some teaching, but little or no research. Since then more attention has been paid to teaching and in recent years, there has been some research as well. But there is less of personality building now

In my opinion all the three have their proper place in University education, and can be correlated with one another

(b) *Teaching* at present, is not quite satisfactory for a number of reasons which include, among others the following —

(i) Large number of students, many of whom are not properly equipped for University education

(ii) Emphasis on examinations

(iii) Lack of interest among students

(iv) Lack of interest among teachers.

Research.—There is not much research work done in colleges and the main reasons for it are —

(i) Lack of interest on the part of teachers

(ii) Lack of Library and other facilities

(iii) Want of necessary leisure for the better type of teachers.

Personality building—There is less emphasis on personality building, because of lack of necessary personal contact between teachers and students. The political movement in India during the last thirty years brought about a gap between teachers and students which has yet to be bridged.

THOMAS R. R.

1 (b) In regard to research there was lack of funds and initiative foreign rule was to a degree responsible. In regard to personality building, the system practically made no room for it, leaving this function to the homes and the religious institutions. Learning and its advancement alone was practically emphasised by the Universities.

(d) University education must be basic in the Gandhian sense. The students should be taught to learn by doing and by actual field work, by actual observation of the natural environment, both mental and physical. Facilities must be created for this practical learning. It is equally important to be basic in the Gandhian sense of actually making the students realise that their own welfare cannot be complete without their earnest effort to advance the welfare of their neighbours as well. Healthy competition is not to be eliminated, but co-operative action should be emphasised for the great value it possesses.

Cram books should be entirely banned. Examinations should thoroughly aim at bringing out and developing the understanding in the context of the actual life environment. This requires a proper selection of paper setters and text book Committees.

The aim should not be merely learning but successful and complete life embracing its various aspects which are of value to man as man.

This requires *inspired teachers*. Selection of such teachers is very necessary by a competent Selection Board which must be composed of inspired men of learning.

It is better if the teachers could be trained by inspired men before they join work.

Education to be real requires inspiration and no pains and funds should be spared for creating the necessary inspiration.

3(ii) The immediate aim should be to make University basic and less wasteful for the first, a thorough investigation into the text books which will best develop the understanding, a proper selection of paper setters and Head Examiners and a better selection of teachers *preferably by a Board composed of inspired men of learning*, and for the second a better method of classification (1st, 2nd and 3rd Class) based not on mere *mechanical marking* but on the main impression regarding the merits of students entirely eliminating those who cannot at all benefit by coming to the Universities.

TIETJENS, DR. O. G.

1 (a) Teaching.

(b) As (ii) and (iii) have not been worked out we cannot account for the defects.

We attribute the defects in teaching to the lack of properly trained first rate teachers, who can be considered to be experts in the particular fields.

2. No

Oral Evidence

TIRTHA, SWAMI RAMANAND

From the short experience I have had as an educationist, I should think that what we lack in the Primary and High School stage and also at the University stage is the building up of personality as it is put down here. That has not been encouraged Our true national character and genius can be envisaged through the evolution of the personality only

When I was conducting an Ashrama type of school with only 170 students and all the teachers and students living together we could give a touch to the students more effectively When I started a Day School I found that that touch was diminishing. I would stand for decentralisation of the whole educational system without lowering the standard.

There is a *via media* between quantity and quality which I tried when I was organising that School. It is difficult to come into closer contact with the students for a short period of 6 hours. We divided the localities into which the students live. Ours was a small town of 20,000 population. Each one of the teachers took one locality and mixed with the students in the locality during certain hours for purposes other than the curriculum of the School and tried to dive deep into the lives of the students. Because it is our personal contact alone that can give touch and that can create fusion or personality as we can put it.

That system of education should be re-oriented in the light of the fact that the education should emphasise the national trait of our country It is the first thing. Every country has its own genius. That should not be lost sight of On that past all the structure should be built assimilating all that is good in the rest. That University system could preserve the indigenous character by integrating the principles of our own culture It could be done through curriculum and literature. I would suggest the inclusion of certain things like conscription for social service. No body should be entitled to a degree unless he puts in a minimum amount of social service. That would give us an evolution of the personality also

UNIVERSITY COLLEGE, WALTAIR (PRINCIPAL AND DEPARTMENTAL HEADS)

1 (a) The emphasis in our Universities has so far been on teaching more than on research, and on personality building least of all. But it can not be said that even teaching has been organised efficiently or fruitfully in our Universities and Colleges.

(b) Many factors have contributed to the failures and defects discernible in the present system —

Teaching.—Speaking as a whole, we have not been able to recruit, or having recruited to retain, the right personnel. Neither the salaries nor the service conditions offered have been sufficiently attractive. The changes in the teaching staffs of our Universities and Colleges are disturbingly frequent, and we have far too many teachers who haven't their heart in their work. Besides, teachers and pupils alike give a disproportionate importance to the examination, and this too accounts for the poor quality of our teaching.

Research.—Lack of facilities, lack of time, lack of proper direction, lack of team work,—these are among the causes responsible for our failure to make much headway in research.

Personality building.—The contacts between students and teachers outside class hours are few and far between. Extra-curricular activities in which students and teachers can both participate are but imperfectly organized.

Lack of finance has been to a very considerable extent the effective cause of this unfortunate state of affairs.

The pressure of politics during the past few decades may be mentioned as another contributory cause.

(c) It is to be feared that the Universities haven't so far succeeded in maintaining the standards of teaching and of examinations at a uniform and high level.

2. The Universities in India no doubt do exercise a certain nominal influence on national life and thought but such influence, though good in its kind, is not adequate. The number of University teachers recruited by Government, industry or business is alarmingly on the increase. Thus University teachers either wield little influence or cease to be teachers in order to achieve a position of influence. It should be possible to create conditions under which University teachers can remain teachers and yet make an effective contribution to national life and thought.

3 (ii) In the present context, the needs of Defence and Industry must of necessity be deemed paramount. Hunger in the national sphere and insecurity and fear in the international sphere constitute the challenge of the hour. The Universities may thus justifiably be called upon to train technical personnel for the Defence Forces and

for our new industries. In the long run, however Government should organize their own technical schools and institutes for this purpose, leaving the Universities free to develop in their own way

UNIVERSITY TEACHERS ASSOCIATION, ALLAHABAD

1 (a) None of them has received adequate attention but teaching has received the greatest emphasis and personality building the least of all.

(b) (i) *Teaching*—Among other causes may be mentioned the inadequate salary of teachers and want of leisure for personal studies and the buying of books. To supplement their meagre incomes, teachers have to write cheap text books for school and college classes and hanker after High school and other examinerships and tuitions. The result is that talented men do not feel attracted to the Universities and even those who are on the University staff are constantly trying to get more remunerative jobs elsewhere. The University of Allahabad has lost several talented persons during the last few years.

Another cause is lack of well equipped libraries and want of facilities for study in India and abroad.

(ii) *Research*.—(a) Lack of funds for library and laboratory equipment.

(b) Lack of facilities for going abroad. No Foreign scholarships granted by Universities.

(c) Lack of facilities for the publication of research work. Research theses should be published by universities or by government at their own expense.

(d) Lack of recognition and encouragement of research by universities.

(e) Research workers being burdened with too much teaching work.

(iii) *Personality Building*—(a) No organized attempt has been made so far even to study the problem, much less to devise suitable means of attaining the desired end.

(b) Lack of personal contact between students and teachers.

(c) Two years is too short a period of stay in the University It should be 3 years.

(C) The standard of teaching has gone up The standard of examination if it has not gone up has not deteriorated either The standards of teaching and of examination are not uniform in all universities.

3 (i) Yes. Both a short term and a long term aspect.

(ii) In addition to what has been said in reply to Q 1 above, following steps are recommended —

(a) *Applied Sciences* should be encouraged. The study of science should have a technological and industrial bias as we have to build up our industries, agriculture and defence. For ten years at least we should concentrate on technological studies mineralogy meteorology aeronautics, radio-engineering, military research etc. on the model of the Massachusetts college of Technology in the U.S.A.

(b) *In the Faculty of Arts and Commerce* a similar practical bias should be introduced. Teaching should not be bookish. The original study of present-day conditions and problems should be encouraged. Research should be related to national needs.

VAIDYANATHASWAMI R.

3 *The immediate need is to change over to tutorial system of* instruction, under which a freer choice and quicker performance would be possible.

VARADACHARIAR, S.

1 1—3 Students take to University education mainly as a stepping stone to a career generally Government service very few even among the brilliant students, keep up intellectual pursuits or interests in after-life. This inseparable association between University degrees and public service has led to the laying of great stress on the passing of examinations which in turn has meant over-emphasis on teaching.

Sapru Committee rightly recommended the dissociation of admission to public service (in the general administration) from the possession of University degrees. A minimum of cultural background is however necessary for all entrants to public service. The way is shown by the Delhi University's experiment of the increasing the length of the Secondary course (by at least a year) and correspondingly reducing the University course. It will be facilitated by diverting to it the time now devoted to the study of English. I would even suggest that an extra year may be added to the Lower Secondary course so that he could have had a fair measure of general education and may immediately turn to technical studies or even technical apprenticeship (if he is old enough for it) This will be one important stage for the parting of the ways (between general education and technical education) To many of the lower grades of public service the passing of the Lower Secondary examination (in the sense above described) may be prescribed as the qualifying test.

The termination of Secondary School course then may bring a student at least to the level of present Intermediate Examination and may be prescribed as the qualifying examination for public service. All other examinations for admission to the service must be only

competitive or selective and not qualifying tests, their standard being regulated according to the grade of the service. It is an essential part of my scheme that *after selection*, the selected candidates should be given a year's training in some cases and at least six months training in other cases.

As regards admission to the Educational Service and other professional services like Law Medicine, Engineering and a University degree must be a necessary qualification, but, in my view it is unnecessary to insist on a person taking a degree in Arts before he can enter the course of study for these professional Degrees.

As regards admission to the Educational Service and other pro-student a good general training and a portion of what is now done as part of the Arts course, may well be done during what is called the "Preliminary year" of the Professional course. Indeed, this is what is being done even now in Madras. In the Medical College the preliminary course comprises a study of Chemistry Biology &c—just what they do in the B.A. or B.Sc. course (with more specialisation) The above scheme would reduce the pressure on the Arts course (proper) and the pure Science courses.

If the Secondary course is thus extended the minimum age limit of admission to University should be 18 years, because at that age students are healthy can benefit from University methods, as distinguished from mere teaching, can stay away from home in hostels and can form really useful friendships. Up to the age of 18 students should stay near (if not in) homes, for this purpose an increase in the number of High Schools and their wide geographical dispersion is necessary Hostel life may become inevitable at the University stage, even if the University is not strictly residential. Number of wardens should be greatly increased and as far as possible the wardens should be the tutors of the sets of students under their charge. This will ensure a genuine personal contact both in and off the college—so necessary for "Personality building"

When one goes to research, limitation of number becomes even more important. Further the stress on passing the examination has of necessity involved more attention being given to teaching than to research. Most of the promising students are tempted away from research by the greater and perhaps more assured rewards that public service or other well paid career offers them. The remedy lies not merely in reorganisation but in a re-orientation of outlook among students and a re-arrangement of the prizes open to talented young men. The disparity has particularly hit the teaching profession. An army of able and enthusiastic teachers who are also well paid and contented is an essential prerequisite if the younger generation is to be not merely taught but also educated properly

(c) The insistence on pass and public clamour for high pass percentages has made it impossible for Universities to maintain high standards.

3 Any steps to be taken must form part of a well-conceived long-term plan. In my view the aim of the University should be predominantly cultural and not commercial or occupational

VARMA, DHIRENDRA.

1 The teaching Universities should confine themselves to post graduate and research work. Under-graduate teaching should be delegated to the Colleges.

3 Universities should not be under the control of the Government—provincial or central. It is unfortunate that Government Control is on increase. Government control would result in the moulding of educational policy by political parties and this would be very dangerous for the healthy growth of the nation

4 Major provincial or regional languages of India should be the medium of instruction in the Universities upto the highest classes. But "Rashtrabhasha" written in an Indian script should be compulsory in High School, Intermediate and B.A. classes. Students may be encouraged to take a diploma in one non-Indian language—such as Chinese, Iranian, Russian German French, Spanish or English—along with the degree course.

VISVA-BHARATI

1 (d) Having been modelled on Western Universities, our Universities do not represent in their form and spirit the characteristic ways of Indian life and thought, the most notable results of this failure being (1) Cleavage between life in the Universities and the life of the people. (ii) Estrangement of teachers and students and (iii) an undesirable emphasis on the utilitarian aspect of education namely its effectiveness in building up professional careers or securing the Services. These defects can be remedied.

(i) by choosing appropriate sites for the Universities away from towns in the close neighbourhood of the normal life of the people.

(ii) by making the Universities residential in character as far as practicable.

(iii) by organising within them a simple life of social and creative occupations free from unnecessary dissipations and unwholesome pursuits.

(iv) by making advancement of learning and personality building the chief aims, and

(v) by obviating all external non-academic control including that of the State.

QUESTION II

Replies and Oral Evidence

ACHARYA, C. M

1 *and* 2. The federative type of Universities is preferable. Teaching and residential type may be suitable in towns where universities are situated. It would exclude the majority of students in rural areas from receiving University education. The wide-spread education should be our aim and by having the residential type of university in a particular area, it will have the effect of excluding a large section of students from receiving higher education. They may not afford to live in town and receive University education.

3 If there be any affiliating university there must be effective control by the university over the affiliated colleges in respect of its teaching. This control can be exercised with regard to the appointment, promotion and transfer of college teachers and supervision of their work from time to time.

4 (a) Ordinarily the jurisdiction of a university should be confined to its territorial limit. Occasions may arise when the university may be required to co-operate with another university in certain matters, but that cannot be called exercise of jurisdiction over the area of another territory for instance, one university may not be able to make arrangements for a section of people residing within its territorial limits in the matter of language they use. In that case it may need the co-operation of another university in arranging for the education and examination of such students. If this be called exercising jurisdiction, it can only be exercised with the consent of the other university

5 Yes.

6 (i) Many of the provisions in the Utkal University Act are not satisfactory and amendment have already been suggested to the Government of Orissa. This Act was framed under the advice of persons, some of whom were conversant with the system of univer sities in the South and others conversant with the system in the North. Thus there has been a lot of confusion by trying to adjust the two systems.

6 (ii) (a) The Chancellor the Vice-Chancellor and the Registrar should be there. It is not necessary to have any Pro-Vice-Chancellors. The Registrar or the Vice-Chancellor keep only a small amount, and the amount is daily remitted to the Bank. If this view is taken no Treasurer is necessary

6 (iii) Ordinarily it is not so much necessary to have a Pro-Chancellor Usually rich persons making large endowments are selected as Pro-Chancellors just to honour them with a position in the University In case there be a Pro-Chancellor he should have nothing to do with the administration of the University affairs.

7 (a) & (b) It is absolutely necessary to have a full-time Vice-Chancellor and in this matter there should be a uniform system in all universities.

7 (d) The term of the Vice-Chancellor should not be less than five years. His salary should be fixed by the University Act and should not be left to the Senate to decide. The salary should be befitting his position and responsibility He should be appointed by the Chancellor

8 (a) A whole-time Vice-Chancellor should attend office regularly He is to control the office by division of duties amongst the staff of the university and should from time to time supervise their work.

8 (c) Does not arise.

10 The power and control of legislation relating to universities should be with the Central Government, but it may be in the Concurrent List enabling the Provincial Government to legislate to meet the local requirements provided that such legislation does not in any way contravene the enactment made by the Central Government.

12. The following bodies for administration of the university are sufficient.

1 Court of Senate

2. Executive Council or the Syndicate.

3 Finance Committee.

4 Board of Health, Discipline and Residence.

The Senate should be the supreme authority and the Syndicate should be the executive authority subject to the control of the Senate.

13 No academic Council is necessary It is a mere duplication and entails unnecessary cost and conflict of views between one body and another The Faculties can safely perform the same duties which are performed in some cases by the Academic Council. The members of the Faculties are usually the Fellows of the Senate and if in any matter they need expert advice, they may take such experts in one or other Faculties. On any matter of academic interest the respective Faculties are quite competent to advise. If any joint deliberation be necessary the one or the other of the Faculties may meet together Examination Committees are necessary to deal specifically with the matters relating to examinations. The Board of Moderators will also be a useful body

17 It is not necessary to have any representative from the Bodies mentioned in the questionnaire. Only the established Cultural Associations may be represented

18 The system of election does not at all work satisfactorily The enrolment of registered graduates is defective. A person desirous of election gets a number of raw graduates enrolled at the last moment, sometimes, even on payment of the registration fee from his own pocket and secures their votes. In my view no graduate unless he has been a graduate for at least five years and has contributed to the cause of education and learning in the country should be eligible to be a registered graduate of the university The registration of graduates should not be merely with a view to increase the university fund. Over and above his being a graduate he must be a person contributing to the cause of education. The fee for enrolment should also be a substantial one. The vote by ballot, by sending the ballot paper by post, is not at all satisfactory There should be polling centres and the voters should go to that centre to cast their votes. The election of members to the Syndicate and the election to the pannel of the Vice-Chancellor so far as prevalent in my university is satisfactory

19 The donors of large amounts (at least Rs. 25,000/ or even Rs. 40,000/-) may be taken as Life Fellows of the Senate. There should be no other consideration for Life-membership They should have no more privilege than the privilege of any other fellow It will not be injurious to the cause of sound University education and administration to have such life-members paying handsome donations.

AIYAR, ALLADI KRISHNASWAMI

2. On the whole, in view of the huge population of India, the needs of different provinces and of different strata of population aspiring for University education I do not think a purely unitary University will serve the purpose. There cannot be any serious objection to the teaching and affiliating functions being combined in our University system

10 I would prefer advanced studies and higher University teaching being under the control of the Centre. This object can be achieved by keeping the subject in the Concurrent List or in the Union List. Even under the present Draft Constitution research institutes are under the jurisdiction of the Centre. If the higher University education is placed in the Concurrent List, under the Draft Constitution the executive authority will continue to inhere in the different units of the State unless for special reasons the Union Legislature intervenes and places the Universities under the control of the Centre.

14 I am not in favour of non-academic bodies electing representatives to the Senate of the University

19 I am also against Donors to the University having the privilege or right to nominate person or persons to the University bodies in proportion to the donation.

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19 I am also against Donors to the University having the privilege or right to nominate person or persons to the University bodies, in proportion to the donation.

The Central Government should have the power of interference whenever it thinks that interference is necessary

The University will continue to enjoy the autonomy even if the jurisdiction is transferred to the Centre. There is nothing even to-day to prevent the Provincial Legislature from invading that autonomy Similarly it is hoped that the Centre will not interfere with the autonomy of the University except on reasonable grounds.

Central Government will certainly be justified in interfering in case of Banaras University which has passed a resolution saying that teachers not knowing Hindi will not be confirmed. Banaras is an all-India University It is getting help from the Princes and States of India. *If it is to function as an all-India University an insistence like that will* do incalculable harm. Autonomy is a very good thing in an educational body provided it caters to the larger interests of education and functions properly But there comes a time when the interests of the nation are more important than the interests of the supposed autonomy If the University is misdirected, then it is the right as well as the duty of the Government to interfere in the larger interests of University education and the Public.

The word President will be President in conjunction with the Cabinet It will be very difficult to extricate yourself from what may be called Cabinet intervention unless some safeguards are provided in the Constitution itself But it would be very difficult to lay down a condition in the case of an institution like the University

Having regard to the trend of events and adult suffrage, I don't expect that there will be very much difference between the Centre and the Province. Naturally the voters of the province must have trust in the wisdom of their representatives in the Centre.

The danger is not merely to the Madras Province but to the whole of India.

AIYAR, K. BALASUBRAMANIA.

10 (c) I would rather suggest that the subject should be in the Concurrent List of the Indian Constitution There are some matters for which legislation may be necessary by the Central Government for all universities in the Indian Union. But there are many other matters in which legislation by the Provinces will be sufficient.

12 & 13 The constitution of the Senate should be such that it should be mainly composed of representatives of the teaching element and representatives of the graduates or alumni of the university The existence of two bodies like the Senate and the Academic Council with different powers and jurisdiction creates a good deal of inconvenience and renders the process of administration slow

16 University Professors and Teachers have not at present adequate power and responsibility in the conduct of university affairs. They should be given a greater voice in the administration of university affairs.

17 I think the time has come when there need be no representation for Local and Municipal bodies Chambers of Commerce and the Legislatures. So far as Local and Municipal bodies are concerned the opinion has been general now and that they should not be entrusted with the management of colleges and schools.

AKBAR, S. ALI.

1 & 2. I am of opinion that while the unitary type of universities has fulfilled the aims of University education better than the affiliating type, there is scope for both these types of universities, in India considering the size and economic conditions of the country

4 (a) As a rule the jurisdiction of a university should be limited by territorial considerations but where the medium of instruction is an Indian Language linguistic considerations should also be taken into account.

5 (a) Yes.

7 (a) I am in favour of a paid full-time Vice-Chancellor

(d) The Vice-Chancellor should be elected for a period of five years and should receive a salary of not less than Rs. 2,500/ a month.

AKSHAIBAR LAL.

17 The answer is in the negative. No association is desirable.

18 The system of election in some Universities is defective. The system of election should be so changed as to entitle the teachers to elect their own representatives to the various bodies. The present system of election to the Senate of Banaras Hindu University is defective and should be changed accordingly

ALI, DR. SYED MEHDI.

2. (a) Affiliating types are best suited for Indian conditions. Financial difficulties will prevent many parents sending their children to the other types.

4 (a) Should be limited by territorial considerations.

7 (a) Paid full-time Vice-Chancellor is more useful.

(b) A uniform system is harmful. Systems must vary according to the need of the University

(d) Constant change of Vice-Chancellors is ruinous to the University No one should be appointed for less than five years and must be so well paid that he has no temptation to seek another job.

9 (a) University teachers should be treated as responsible persons and there should be no strict control over them. But if a defaulter is come across he must be severely dealt with.

14 (a) Yes.

(b) Yes.

15 No.

16 No.

Oral Evidence

ALI DR. SYED MEHDI.

In our University the Vice-Chancellor is appointed by the Government on the recommendation of the Executive Council. I think it is a better arrangement than election. In elections the right kind of man might not be available. A good man might not like to stand for election. It would be better if Government nominates.

ALIGARH UNIVERSITY EXECUTIVE COUNCIL (MEMBERS)

Oral Evidence.

Election of Vice-Chancellor

The Vice-Chancellor at present is elected by the Court. Election by the Court as it prevails to-day in the University is the right procedure. (One member)

The procedure is right, but the constitution of the Court is wrong and it requires to be remedied. You can have no other procedure except election by the Court. (Another member)

The Executive Council is entirely elected by the Court and the appointment of the Vice-Chancellor by this Executive Council would not be desirable. (Another member)

The teachers of the University do not have adequate representation either on the Executive Council or the Court. (Another member)

ALIGARH UNIVERSITY SCIENCE COLLEGE (HEADS OF DEPARTMENTS)

Oral Evidence.

The representation given to the teachers on the Executive Council is grossly inadequate. There are three academic persons on the Executive Council out of 15 and their word never carries any weight. Therefore all academic questions are decided on considerations other than academic ones. We feel that the academic representation should be near about 50 per cent.—something like 8 members. The Deans of Faculties should be automatically members and there should be a number of persons elected by the whole body of teachers from among themselves. (Professor of Commerce)

The same thing applies with greater force to the Court. On the Court we have 10 members who are elected by the Academic Council. The Court consists of 250 members. Academic questions are not at

all dealt with in an academic manner There is a proviso that no teacher can become a member of the Court from any other category This proviso is very unreasonable. It should go It should be open to them to get elected as Registered Graduates or as Old Boys.

There is a provision in the Act that no non-Muslim should be a member of the Court. It should go. (Professor of Mathematics)

Time has come when most of the powers of making syllabus and examinations should go to the Faculties and the Academic Council should be a Committee of the Faculty Every Faculty with the President and the Secretary should be on the Academic Council. It is over-centralised and that is why it really does not function as smoothly as it ought to do (Professor of Chemistry)

AMIR CHAND LT-COL.

6. (i) The arrangements in the past have not been satisfactory The Vice-Chancellors have been appointed mostly due to other considerations than the academic ones and they have mostly been laymen or Judges of the High Courts. The Vice-Chancellors should be those who have been actively engaged in teaching or administration in connection with University education.

(iii) (b) I do not consider a uniform system for all Universities in India desirable. These systems should mostly be based on local conditions.

13 The Medical Faculty in the University of the East Punjab has very limited powers and functions. It is only an advisory body to the Senate or Syndicate for suggesting names of examiners for the post graduate examinations and discuss matters sent by the Senate or Syndicate. The Senate consists of mostly men who have very little to do with Medicine and in the past the voice of one or two medical members of the Syndicate or Senate carried all the powers in respect of medical matters. Board of Studies suggests appointment of examiners for under-graduate examinations and approve courses of studies and text books. The recommendations of this Board of Studies are not discussed by Medical Faculty but go straight to the Senate which is not a very satisfactory arrangement. The Board of Studies consists of only 6 members.

16. The Professors and teachers of affiliated colleges exercise very little influence in the University They have very little power and no responsibility in the conduct of Univresity affairs.

AMRIT KAUR, HONOURABLE RAJKUMARI.

4 (a) Universities should not have any limitations by virtue of territorial or linguistic considerations.

5 Yes.

7 (a) Paid full-time Vice-Chancellor

(b) Yes.

10 For the first ten years I would prefer the allocation of powers of control and legislation in universities to be in the hands of the Central Govt. primarily in order to raise existing standards and to bring about a uniformity of standards also

15 Most certainly not.

Oral Evidence

A small Committee should be appointed to select the Vice-Chancellor

ANDHRA TEACHERS FEDERATION.

3 The Central Government should have the right of supervision and control.

5 The President of the Union should be the Visitor of all universities with power to call for reports and institute enquiry

6 The Vice-Chancellor shall be a full-time officer His term of office may be restricted to two terms in succession.

14 The principle nominating persons to the academic bodies should be done away with.

ANNAMALAI UNIVERSITY TEACHERS UNION.

(i) The Senate should be the supreme governing body It must contain all the Heads of the Departments of Study a certain number of teachers (other than heads of departments) of the university an equal number of registered graduates and equal number of outside experts one on each of the subjects of study at the university to be nominated by the Chancellor on the recommendation of the concerned Boards of Studies, and the Vice-Chancellor

13 (1) The Academic Council's decisions should be completely carried out, especially in a unitary university of the higher teaching and research type. To avoid the possibility of the Senate the supreme governing body having to vote down the considerations of the Academic Council, on grounds like finance other than academic, it is suggested that the Academic Council consists in all the Universities of all those members of the Senate, who are teachers at the Universities or Colleges or who are research workers at the Universities or other institutions.

14 (b) Only educationists and research scholars of standing and representatives (technical) of the industries need be nominated by the Chancellor on the advice of the Vice-Chancellor and the Faculties.

15 We do not accept the principle of recognising differences of community or denomination.

17 No No non-academic body need be associated with university administration except the legislature

ARTHUR MOIR.

2. I prefer the unitary type but all the three fulfil a function and seem required in India

6 All these appointments should be made by a governing body free from nominated members and outside interference

ASRANI, U A.

2 & 3 The unitary teaching and residential university has failed in the fulfilment of its objectives. It has made education more costly beyond providing a centre for research work, it has not developed in its students a characteristic or progressive personality which will make its impression on national life.

I would prefer in each region, a university residential as well as affiliating.

The affiliating part should recognise inspect and affiliate colleges in smaller district headquarters it should insist on a certain standard of intellectual and extra-curricular work.

Courses would of course be framed by the affiliating centre and the entire responsibility for developing university education and maintaining its level in a certain linguistic or geographical region will have to be shouldered by it.

6 & 7 A Pro-Chancellor is unnecessary The governor of the province should be *ex-officio* Chancellor Vice-Chancellor should be a whole-time paid officer He should be selected by the Chancellor out of a panel of three names, recommended by the Court.

ASTHANA, N P

1 So far as they could with the resources at their disposal.

2. (a) & (b) Both. There are many colleges situated in outlying districts. All of them cannot become universities and therefore affiliating type of universities are very necessary in this vast country

3 In the case of the affiliating University it is essential to keep full control over the minimum qualifications and salaries of the teachers, minimum requirements of the various departments and personality building activities of the various constituent colleges.

4 (a) Yes.

(b) No

5 Yes.

6 (i) The element of election which has been introduced in the Universities has been responsible for creating parties and cliques. Some method of appointment by rotation may be introduced to lessen this evil.

(ii) (a) It is not necessary that the Governor-General or Governor of a Province should be the Chancellor The Chancellor should be a

person elected by the Court or Senate as is the case in Banaras and Aligarh Universities.

(b) The Vice-Chancellor should be elected by the Court or Senate out of a panel of three persons chosen by the Syndicate or Executive Council without any approval or confirmation by any other authority

(c) No Pro-Vice Chancellor needed.

(d) Treasurer be elected in the same manner as Vice-Chancellor

(e) Registrar appointed by the Syndicate or Executive Council.

(iii) No.

7 (a) I favour a full-time paid Vice-Chancellor in the case of all Universities, as he will be resident at the place and will devote more time to the supervision of all activities.

(b) Yes.

(c) None whatsoever

(d) The Vice-Chancellor should be appointed by the Senate from amongst a panel of 3 names to be sent up by the Executive Council. He should have a term of 5 years and should be eligible for re-elec tion only once. He should be a paid full-time officer

10 I would strongly favour the allocation of powers of Control and Legislation in relation to the Universities to the Central Government.

I favour the subject of Universities being included in the Concurrent List.

11 Fairly good, but so far Finances are concerned, the alteration should be made on a statutory basis.

The strength of the Senate should be curtailed to a manageable size. There is over representation of the management in the Senate. The Executive Council as at present constituted in the Agra University is fairly well-balanced except that it has too many Government nominees.

13 In Agra we have no Board of Moderators and there has been no trouble of any serious nature because of this. The Strength of the various Faculties should be reduced.

14 (a) No but if it is deemed desirable, then these nominations should be made by the Governor of the Province as Chancellor of the University on the advice of the Vice-Chancellor

15 No

16 Yes, rather they predominate

17 The Legislature may be represented on the Senate and the Executive Council by a very limited number of people. Chambers of Commerce might be represented.

18 Yes more or less it has worked well.

Oral Evidence.

AYYAR, C. P RAMASWAMI.

It is possible to conceive of cases—I have myself known some universities—where difficulties have arisen because certain individuals got autocratic control. In such special cases Government might intervene. I do not concede either the propriety or the necessity of the Government's policies being carried out by universities.

The Central Government may outline a particular policy which may not be quite correct. We have to make allowance for the foibles of human beings. If a university does not agree with that policy it is possible for that university to persuade the Central Government out of its particular fad. If universities are led in different directions by various local authorities, it will be more difficult to bring about any co-ordination of effort.

BAHADUR, AZAM JUNG

Oral Evidence

It is unnecessary to have any university on the Federal list. It will tend to bring rivalry amongst universities.

At present three universities in India happen to be in the Federal list. They are the University of Delhi, the Banaras Hindu University and the Aligarh Muslim University Delhi is a Central University on account of historical circumstances, and it is of recent growth. Banaras and Aligarh were developed for specific purposes by private enterprise and they claim to be all-India universities taking students from all parts of India. Whatever grants they get, they get from the Central Government. They get provincial grants also but limited ones. They have been there for promoting Hindu and Muslim culture.

I would not like any university to get preferential treatment from the Centre. I would like them all to be on the Provincial list.

Let the universities, now on the Federal list, go on as they are now But they should be gradually taken out of it.

BALAKRISHNAIYA, JUSTICE N

9 (a) Since the Vice-Chancellor and the academic bodies are reluctant to take notice of these defects a member of the University Council should have the privilege to charge a Professor before the government independently of the Vice-Chancellor and the government.

10 (a) I am not at all in favour of the Central Government intervening in any matter of provincial education

(b) The Provincial or the State Government should have full control over the university

(c) The Draft Constitution of India should have no connection with matters of education in Provinces or States.

16 The university professors and teachers have more than adequate power and responsibility in the conduct of the university affairs. In fact, my opinion is that they should have less control.

17 I am in favour of continuing these representations from Municipalities, Legislatures, etc. I would even desire that more representations be accorded to these bodies.

Oral Evidence

The universities must be under the control of the Provincial Governments and not under the control of Central Government.

BANNERJEE, P N

I shall state what the difficulties were in regard to the legislation amending or altering the Act of 1904 Up to 1919 we were a Central University because the Governor-Generals used to be Chancellors of this University and this University was supposed to be the Imperial University in India. After the operation of the Government of India Act in 1919 it was transferred to the province. Unfortunately in this province there was a great tension between the Hindus and Muhammedans so that the Act was not altered, because Muslims of undivided Bengal asked for representation on the Senate not on academic grounds but on political ground and on the basis of population. The point at issue was that the Muslims of undivided Bengal demanded 50 per cent. representation on the Senate on population basis That was the main difficulty There the reform which was long overdue could not take place. Now that we have got national government and a Commission has been appointed we shall place our views before them and try to have a composite Senate which will not be open to the objection which is inherent in any system of nomination. We are happier than other Universities in one respect. In other Universities certain donors demand representation on the administration. Here our donors have not so far done so.

So far as the Syndicate is concerned, under the Act of 1904 it shall have between 10 and 17 members. We have now 17 members including the Vice-Chancellor and the Director of Public Instruction. They are *ex-officio* Others are elected annually from six constituencies, *viz*. 4 by the Senate, 4 by the Faculty of Arts, 2 by the Faculty of Science, 2 by the Faculty of Law 2 by the Faculty of Medicine and one by the Faculty of Engineering. Of these 17 8 shall be Heads or Professors in affiliated colleges. That was an excellent thing in 1904 After 1904 we have developed the Post-Graduate departments in Arts and Science and the present position is that Professors of distinction, could not be returned to the Syndicate unless they call them as non-teachers. There are as many as 26 Chairs but they cannot be returned to the Syndicate unless they call them as non-teachers. Under the Act of 1904 under which we are functioning, the Senate annually elects members to the Faculties. The Faculties may choose to co-opt a number of graduates, not exceeding 10 in each case. The result has been

that many important departments in the University have been left unrepresented on the Senate and they could not be represented either in the Faculty or in the Post-Graduate Council.

There is another matter which also requires serious consideration. That is about the position of the Vice-Chancellor The first question asked is whether or not the Vice-Chancellor should be a wholetime and salaried one. This is a very important question for solving the complex problem which is put before the University of Calcutta. The size and dimension of the problem are still more appalling. My personal view which was accepted by the Principals after long discussion is that the Vice-Chancellor of the Calcutta University should remain an honorary appointment as heretofore.

The Vice-Chancellor of Calcutta University is an absolute nominee of the Government. Most Universities have an elective system. Elective system is either restricted or unrestricted, that is to say the Vice-Chancellor is nominated from out of a panel of names submitted by the Universities for Government consideration or Governor's consideration.

The Chancellors of the Universities have been absolutely ineffective and we do not want that Governors should be *ex-officio* Chancellors of this University It is a nomination by the Government and not by the Chancellor because under the Government of India Act, 1935 as also amended orders, as also the draft Constitution so far framed, the Governor shall be advised by the Government of the day that is to say the Ministry Therefore, this appointment is bound to be a political appointment.

The Vice-Chancellor should not be a nominee either of the Chancellor or of the Government of the day

My personal opinion with regard to Government colleges is that Government colleges should cease to function not only as departments of Government but cease to function as Government colleges, and the constitution of the University should be such that Government colleges should come into the picture as constituent or affiliated colleges of a type different from the present. What I mean is that University has nothing to do with regard to the appointment of professors of the Presidency College. Every single professor of the Presidency College is a lecturer in the Post-Graduate Departments of Arts and Science, virtually every single one. Our difficulty is we cannot make any appointment for a period of more than one year because the Government is liable to transfer them It is very unfortunate from the University point of view

Then there is another consideration that appointments in Government colleges are not always conducive to original study and research, because the appointment to a Government college means an eye towards promotion. That is very unfortunate. To-day the position has been so accentuated by the fact that all our Governments in future are

bound to be party governments, and political governments are a different proposition. My suggestion is that all Government colleges should be vested in Universities.

In the case of the Government colleges the appointment of the professors may be made by the Public Service Commission but no transfers allowed that is to say if a person is appointed to the Presidency College he must stick to that college. So also regarding the Lady Brabourne College.

The Public Service Commission's recommendations in law are not binding on the Governments of the day They are merely advice tendered to the *Ministry and as a member of the Commission of this* province I had an opportunity of considering this question. Therefore Public Service Commissions are not necessarily a safeguard. But as a modified suggestion I am prepared to accept that all appointments should be made by the Public Service Commission but no transfer allowed. Broadly put the Presidency College has consisted of really first rate men ever since its inception and if you make a comparison of Post Graduate Departments of Arts and Science they have produced more original research than the staff of the Presidency College although the top men are better paid and very distinguished scholars

There are 80 affiliated colleges in the Calcutta University

We prefer *ex-officio* members as also election of a restricted type. But in general I do not like nomination.

I have been devoting my whole time to the cause of this University and whoever is my successor will find it difficult to discharge his functions unless he has a whole time paid pro Vice-Chancellor

The Senate should be a body with predominant academic interest. In the Senate 66 per cent. of the members shall be either Heads of or Professors in Colleges or University Teachers and secondly you must have also some representatives of the different interests in the University otherwise it would be difficult to function.

University education should be in the concurrent list. My personal view is that University education at any rate in the highest stage should be concentrated. Concentration may be in three different ways (a) The University education should find place in the concurrent list, (b) The University education should be run as at present by the province with advice tendered to the province by the Centre (c) This concentration may also be attempted through the medium of the Inter-University Board.

It is no use blaming the colleges. To-day we are faced with a problem which is unprecedented in this province. Lakhs of people have migrated to this province. Personal telegrams and letters have been addressed to us by the Ministry so that the careers of the refugee students may not be ruined. Talking about the shift system you have heard that many Principals do not like it. I have analysed the figures of the Bangabasi College. I showed to my colleagues that the figures

up to 1941 were different from the figures between 1941 and 1943 These were war years and Calcutta was emptied out and then since 1946 the figures have sprung up because of the uncertainty of the position of the two provinces, because of the migratory tendency of which we could not stop in proper time. This is a factor quite unprecedented in character In this country we have to bear this in mind that some of the institutions used to be proprietorial institutions.

So far as the present Vice-Chancellor and Syndicate are concerned they are so friendly that they will be able to put moral pressure upon the Governing Bodies of the affiliated colleges. The University would welcome the reconstitution of the Governing Bodies of the Colleges with certain representatives of the University their own teaching staff, contributing agencies, their own old students, some members to represent enlightened public opinion. My difficulty is with regard to the Missionary Colleges. There will be no small difficulty on the part of the University But there is one small difficulty in the way That difficulty is a legal one and perhaps if the University agrees that legal difficulty may be solved. Some of these Governing Bodies function under Trust Deeds and Instruments. They can be altered either by the High Court of Calcutta or through legislation. If you make recommendation in this behalf these difficulties will be solved.

The composition of the Governing Bodies is governed by regulations and resolutions of the Senate of this University The University as such has no representation on the Governing Bodies, but the colleges are represented on all University Bodies, for instance, every principal of a college up to the degree standard is a member of the Post-Graduate Council of Arts and Sciences.

BHAGWAN DASS.

7 (b) Yes, but with minor variations in accord with special local conditions.

Generally speaking, it seems to me that under present constitutions, too many members of the salaried staff get into the Courts, Councils and Boards of Appointments. Missionary spirit which should pervade educational institutions in accord with the traditional spirit of this country of the genuine *brahmana* (by worth and not by birth) has degenerated into mercenary spirit in all our universities. Rival parties and conflict for power in management have grown up Increases of salary are voted for themselves by the salaried from time to time high living and plain thinking is to be seen in the Professors instead of plain living and high thinking the real interests of students are neglected, and their own personal comforts are looked after I am convinced that salaries should be decided by the unsalaried and that even in the drawing up of courses of study the *aims* should be decided predominantly by house-holders working in various departments of the national life, while the *means* must obviously be worked out by learned specialists and experts.

BHANDARKAR, S S

2 Affiliating and unitary and teaching universities are both suited to Indian conditions. In an economically backward country like ours, it would not be possible to have many universities of a unitary teaching and residential type. In order to meet the needs of this big country affiliating universities are necessary perhaps the only possible. But at the same time we should try to develop as many of the unitary type as possible.

4 (a) I am not in favour of linguistic consideration playing an unduly important part in limiting the jurisdiction of a university

5 The President of the Indian Dominion should be the Visitor of all Indian Universities with power to call for reports and institute inquiry if and when necessary This should help towards coordination in a vast country like ours.

6 (i) I am not altogether satisfied with the present arrangements in our universities. The two main weaknesses are (a) the teachers in the university do not usually get the voice they deserve in moulding policies and (b) elections to the various authorities in the University dominate academic activities to such an extent as to almost smother healthy academic life.

7 (a) I favour paid full time Vice-Chancellors.

(b) A certain uniformity is desirable but it should not be too rigid.

(c) Undesirable and non-academic factors have entered the university administration, but the appointment of Vice-Chancellors is not the only reason for them.

(d) The Vice-Chancellor should be appointed by the Public Service Commission from panels of outstanding scholars and educationists to be submitted by the Government and the University He should be a full-time man, adequately paid and, as far as possible, should not be a superannuated person. His term of office should be 5 years in the first instance.

11 Universities should, in my opinion, be completely autonomous bodies on the lines of Oxford and Cambridge if they are to fulfil their proper function.

13 (i) Academic Council should consist only of university teachers and other scholars. Non-academic men should be eliminated. In academic matters its decisions should be final and the Syndicate should not modify them.

(ii) & (iii) On bodies like the Faculties and Boards elections should, as far as possible, be removed. Senior men in their subjects should form these bodies if necessary by rotation from the various Colleges.

(iv) The appointment of examiners should be entirely with the Examinations Committee and the Executive Body should not dabble with appointments. The Committee should be elected by the Academic

Council but not necessarily out of its own members only Distinguished outsiders should be co-opted. The aim of these suggestions is to reduce to the minimum any scope for power-politics which [illegible] academic life in many universities.

14 (a) and (b) I agree.

15 No

16 No

17 I do not think this necessary

18. The present system of elections has brought in [illegible] Election should be minimised especially for the purely academic [illegible] in the university

BHASHYAM, K.

I have in mind an instance which has come to my notic was taught both in Salem and Coimbatore in Tamil. Ther text-books. Each College had to evolve its own text books college the nomenclature used for technical terms was mo Sanskritistic in character while in the other college the terms in pure Tamil, zealously excluding any Sanskritistic tinge, a came to the question of setting examination papers in Logi Madras University the University could not determine exact papers should be set in Tamil. So they set the paper in E each college was asked to translate it into its own Tamil for t of examination—not a desirable state of affairs. There wa culty in correction. Therefore it is necessary that there mu text books on the subject so that technical terms may be s both for the examiners and examinees.

10 & 11 So far as research is concerned I am opinion that the whole thing must be taken by the Centre. University education, the Provincial Government are unwilli any increased grants to University education for they feel greater obligation to finance Primary and Secondary educ than University education They have said so openly University education suffers from want of help and assistan Government especially when greater and greater numbers seek now-a-days higher University education. No provisi made by the Provincial Government for these students for th and improvement of University studies. Therefore I stron the whole of University education must be taken up by Government alone. This is necessary even for the pu ordinating the work of all Universities in the country f necessary standards of education and examination and also ing inter-University contacts and exchange of professo University to another So I would like University educati in the Federal List. This may however be objected to a largely with the autonomy of the Provinces. If the Provinc

protest in respect of this matter and the protest is one that cannot be neglected altogether we may think of placing "University Education" on the Concurrent List. Otherwise it must be in the Federal List.

12. I do not know for what purpose the Muslim Advisory Board should be retained.

17 Principals of all the Colleges and the headmasters of the schools will have a sufficient number of representatives. There need be no representation from the local bodies or educational associations. There may be representations from the Chambers of Commerce or from trades and industries. Representation of the Legislative Assemblies and Councils in the Senate may be retained.

18 So far as the system of election is concerned, there is nothing wrong except the system of election by means of single transferable vote. This is introduced with a view to give certain communities sufficient representations. There has been much abuse in this system. This system must go.

BHATTACHARYA, D R.

2. Unitary teaching and residential Universities are the best type, it alone can provide a uniformity and efficient system of teaching, research and development of personality among students.

We are not in favour of a and c because they can never reach the standard of efficiency we have in view

3 Unitary residential type. We believe that the report of the Saddler Commission should be strictly adhered to.

4 (a) No.

(b) No.

5 No Because the present arrangement is working fairly well.

6 (a) (b) (d) & (e) The present system is working fairly satisfactorily and there is no need for a change at present.

(c) Pro-Vice-Chancellor is necessary

7 (a) Paid full time Vice-Chancellor

(b) Yes.

(c) The present arrangement of having a paid Vice-Chancellor is working well.

(d) The method of selecting the Vice-Chancellor should remain the same as at the present time, but the term of office should be of five years duration. Re-election should not be allowed.

8 (a) The necessity for taking any action has not arisen so far under a and b Whenever a report against any teacher is made by the Head of a Department, the matter is dealt with by the Executive Council.

9 (a) & (b) The present system is working satisfactorily Whenever the necessity arises the Executive Council takes action.

10 (a b c) The allocation of powers of control and legislation.

11 The University is an autonomous body and has cordial relation with the Central and Provincial Governments.

12. No change is considered necessary in (i to v) items. Committee of reference is not necessary

13 No change is necessary in (i) to (v)

14 (a) & (b) The present system is working satisfactorily

15 No

16 The present arrangement is fairly satisfactory

17 There is no need for a change in the present method of constituting academic bodies of the Universities.

18 Yes. No change is necessary

19 The present system works well.

Oral Evidence.

The only body that elects the names of persons for the office of Vice-Chancellor is the Executive Council. This system also exists at the Lucknow University This election of a Vice-Chancellor by the Court is on the whole very satisfactory At least here it is working very satisfactorily

In my opinion the present system is working very satisfactory to need any change.

I am in agreement with the suggestion that if the Vice-Chancellor is five years he will surely look after the work of the University If he is there, he will try his best to look after the work of the University

There are about 15 colleges in Allahabad and they are not affiliated to this University

Their management will be difficult. There is only one Government college and the rest are run by private management and therefore we have no control over them.

If the Intermediate colleges start teaching B.Sc. classes the standard will come down. We do not admit all those who apply for admission to the B.Sc. classes as our class-rooms are over-crowded and our laboratories are over-crowded. We take a limited number of students but Governments request comes every year for more admission. And Government promises for giving more funds are however not fulfilled.

BHAWALKAR, D R.

1 Very few

2. The need of educated and cultured young men in India is very pressing. Such men can be produced in teaching and residential universities run on proper lines. Though such universities are expensive to maintain, it will pay in the long run to have a few young Indian trained in these institutions rather than the crowd of graduates turning out of the present universities.

However as colleges have had a mushroom growth during the past few years, it will become necessary to affiliate these colleges hence in many cases a combination of (a) and (b) would be a fair compromise. But it will be very essential to keep a strict control over such affiliated colleges to see that the aims of the University education are respected and rigorously followed.

3 Control regarding (i) Qualifications and merit of Teachers (ii) Qualifications of students (iii) Facilities for Library Laboratory Sports, Hostels, Unions, etc.

4 (a) No

(b) It should be left to the choice of the institution concerned to choose the University under whose control it desires to function. Once this choice is made, everything should be left to the institution and the university to be decided by them and between them only

5 Yes. Further he should engage a body of competent persons to assist him to inspect frequently to advise and to guide Universities till they attain the proper standard.

6 Most of the things are satisfactory in draft and on paper

7 (a) Paid full time Vice-Chancellors.

(b) Yes.

(c) In the case of honorary part-time Vice-Chancellor the Universities have not been able to derive the best advantages.

(d) He should be chosen and appointed by a selection committee consisting of high ranking academicians and educationists not necessarily from the same universities. He should be in office for five years and should enjoy adequate freedom to carry out his responsibilities.

10 The Central Government.

11 The University being an academic body should be autonomous and left free to have its own way in all matters under its jurisdiction The recent phenomenal progress in science, largely due to the University teachers engaged in scientific Research, and its practical utility in peace and war have shown clearly that the University research workers should collaborate and cooperate with the national government. The practical utility of the achievements of University teachers cannot be fully appreciated, be effective and utilised unless they receive government support. Hence the relations between the Government and the Universities should be of non-interfering nature, but sufficiently close to be of mutual benefit.

12. Not necessary at the present juncture.

12. (i) (ii) (iii) and (v) should have representatives of different universities so as to bring all universities to the same standard. Particularly (i) (ii) and (iii) should have more representation of different universities than as at present in most of the Universities.

14 (a) Yes but only in cases where adequate representation is lacking.

(b) Yes.

18. Satisfactory as far as present conditions can carry It is difficult to have elections free from propaganda and canvassing, and no legislature can stop it completely however desirable it may be.

19 Donors are rarely academicians, and as such, should not have any power in the University

BHEEMAPPA, NAL

So far as the university bodies is concerned, I wish to impress that these representative Assemblies or Legislative Councils must have no concern with the University Council or Senate. If there is any connection, the party politics begin. The members might be educationists, members from the Institutes of Engineers, from bodies of industrialists and Teachers. The government must not interfere with the university except giving the grant. The Syndicate, the Vice-Chancellor and the Chancellor should have all powers. The Centre should have some control over the provincial universities so that these universities might be on the Concurrent List. The initiative will aways be from the Province. When there is necessity the Centre can legislate for us.

BOYD REV A. J

1 & 2. It seems impossible to generalise. On the whole, the federative university is most attractive, but the geographical distribution of colleges, even in the city of Madras, makes it impossible here. I think that Madras University has struck a fairly good mean between the merely affiliating and the federative types.

3 The only possible general answer is that control of constituent units should be the minimum necessary for maintaining academic standards and should not too rigidly limit the individuality of the units but the proper maintenance of academic standards requires fairly wide powers.

4 (a) Historical considerations are in fact usually more powerful than either but I favour territorial jurisdiction

(b) Not as a rule.

5 Control by the Head of the State in the interests of coordination would be disastrous. But, on the other hand I do not think local governments should have wide powers of supervision. The universities should be, as far as possible, autonomous States tendencies towards control should be jealously watched and coordination should come through mutual consultation Ultimate powers of visitation must no doubt rest with Government or Governor General but it should be understood that they are only reserve powers, for dealing with a crisis which can be dealt with in no other way

6 (i) On the whole, yes.

Oral Evidence

Here we have been having different types of Governing bodies of Colleges. The Madras University has been very carefully watching the Governing Bodies. Personally I should be sorry if any change is made.

There is a kind of unity between the old students, enlightened public opinion and the teaching staff. For Colleges affiliated since 1943 a nominee of the Syndicate has been included in the Managing Committee. Every constitution should maintain continuity with the past and nothing should be done which would change that structure

BRAHMA, DR. N K.

1 I do not think that any other type than the affiliating has been able to fulfil its object in any appreciable manner

4 (a) It should be limited by linguistic considerations.

7 (a) I favour paid full-time Vice-Chancellors.

(b) Yes.

(c) Yes.

(d) The Vice-Chancellor should be a first rate educationist to be appointed by the Federal Public Service Commission and should be appointed for 5 years. The pay should not be less than Rs. 2,500

BROWNE, REV FATHER.

Oral Evidence

Ours is an affiliated College to Mysore University where we have I.Sc. B.Sc. and B.A., for a few students. The total strength is 550 out of which 500 are science students and 50 Arts.

It is run on missionary basis.

I do not advocate teaching religion in the colleges at all.

Vice-Chancellor is the representative of the Chancellor and he and the Chancellor should be of the same mind My opinion is that the Vice-Chancellor should not be elected and he should be nominated by the Chancellor The Vice-Chancellor is the chief executive officer of the University (Father) The Chancellor must select a person, who is above all party politics and he must be a learned man Not only Vice-Chancellor but even Registrar should be independent of Government and better he be a professor with a thorough knowledge of University Education. I do not believe in transferring Government servants as registrars.

CALCUTTA, UNIVERSITY OF

1 It is very difficult question to answer University education in India has not been a failure. This applies specially to this University It can be said however that no human institution is perfect and this University is not perfect. The question of finance, however is the most important consideration.

2. The University of Calcutta is partly a teaching, partly a residential and partly a research Institute. It is also an affiliating University. For diverse reasons, mainly due to paucity of funds, it is not possible to convert the University of Calcutta into a unitary teaching and residential university. It is also clearly not desirable to label small educational centres in the districts as universities. The proposal was made so far back as 1919 by the Sadler Commission. The proposal did not have the support of the public.

The splitting of a big university like this University into small fragments will have the most deleterious consequences so far as advanced studies and advanced researches are concerned.

3. So far as the University of Calcutta is concerned it should have greater control over its affiliated or constituent colleges without impairing their integrity. Due to historical and political reasons colleges have grown up practically with little supervision by the University. The University today recommends affiliation to Government. It has the statutory right of disaffiliating colleges. But here again disaffiliation depends upon Government sanction. The University demands of colleges certain minimum standards. But its powers with regard to this matter are more or less based upon custom and convention than upon statute. The University as such does not send representatives to the Governing Bodies of the constituent colleges. The Government colleges again create further difficulties. Control over these colleges in regard to all important matters like appointments, promotions, transfers of the staff and equipments are dependent upon the department of Education of the Government.

The questions of deprovincialisation of Government colleges was a burning problem for years in this province. The problem seems to have now burnt out.

4. (a) The jurisdiction of the University should be limited by territorial consideration. If linguistic considerations are applied, Universities will have to be split up into fragments. The question of the medium of instruction and examination is a difficult problem. Bengal has one great advantage. It is a uni-language province. Bengali is the language of the vast majority of the population. Most of the provinces in India are multi-lingual in character.

(b) It is not desirable that a University should have jurisdiction in an area where another University is functioning. The question of language creates difficulties in regard to the problem of extra-territorial jurisdiction of Universities in India. To give a concrete illustration, Assam, Behar and Orissa for a century and more, constituted one political unit. Therefore the sons and daughters of the Bengali speaking settlers in these provinces are greatly handicapped if the Universities insist on the universal adoption of the languages of these provinces as the media of instruction and examination. For instances, if Hindi be adopted as the medium of instruction and examination for Biharis in

Behar Assamese for Assam and Oriya for Oriyas then the Bengali settlers will have three alternatives —(a) They must migrate *en masse* to their province of origin (b) they must adopt the language of their province of settlement or (c) they must be permitted to have the option of developing Bengali-speaking school and Bengali must be recognised as an alternative for examinations. The adoption of the third method along with the recognition of equivalence in the matter of examinations may prevent chaotic competition in the domain of education specially in multi-lingual provinces.

5 The answer is emphatically in the negative. Greater co-ordination visualised in the question can be secured in three different ways (a) central legislation (b) provincial legislation on the advice of the centre (c) the co-ordination of higher education may be secured through the Inter University Board. It must be by statute recognised by the State. It must discharge statutory functions. Visitors with the functions suggested in the question are unknown to free and autonomous Universities in the world.

6 (i) It is too broad a question which can only be answered by the Commission who will have the opportunity of reviewing the work of the Universities in the Indian Union.

(ii) (a) Chancellors of most universities in India today are the Governors of provinces. It has been a sad experience of this University that whenever there has been friction between Government and this University the Chancellor forgot his dual personality and did not or could not act as an impartial moderator or an arbitrator Chancellors of Indian Universities should be of the same status and position as Chancellors of Universities elsewhere particularly of Universities in the United Kingdom Governors of the provinces appointed by convention on the advice tendered by responsible ministries will hardly be able to act against the ministry Governor Chancellors in future are likely to be as ineffective as in the past.

(b) The Vice-Chancellor of the University should be the person mainly responsible for the activities of the University

(c) The Calcutta University should carefully consider the desirability of appointing a Pro-Vice-Chancellor on grounds to be stated later on

(d) The Treasurer is an important official The difficulty in the case of this University is that it is not possible to secure the services of an efficient honorary Treasurer

(e) The Registrar in this University should function as he has been functioning at present as the Chief Executive Officer

(iii) The answer is in the negative. Ornamental offices are sometimes a source of danger

7 (a) The University of Calcutta has all along had honorary Vice-Chancellors. They have all been with one exception part-time. They

have indeed been most devoted to this University The example of Sir Asutosh Mookerjee, the pioneer of University education in India can be easily quoted in this connection. On the other hand, it must be freely and frankly recognised that the numerous complex problems which face a huge organisation like the University of Calcutta today require whole-time attention from the head of the administration. The best course for this University would be to have honorary and part-time Vice-Chancellor as at present and to have in addition a full-time salaried Pro-Vice-Chancellor The advantages of having honorary Vice-Chancellors are the following —

(i) The best brains in the province in various fields of scholar ship in humanities and in science, in medicine in engineering, in law can exercise their influence on the administration of the University

(ii) Honorary Vice-Chancellors have been found to have been very independent. Salary may affect this independence This proposition is not likely to have universal agreement in India, inasmuch as most of the Vice-Chancellors in India hold salaried appointments

(iii) A salaried Vice-Chancellor must have a long term of office to his credit. This gives, it is true long continued policy The question is what should be the length of the term? If the term is too long, the paid Vice-Chancellor merely adds to the number of salaried officials of the State. In other works a province merely duplicates and triplicates its Directors of Public Instruction

(iv) If a salary is offered to a Vice-Chancellor what would be the salary? If the salary is lower than the salary of the Director of Public Instruction or the salary of a minister in the province or that of a Judge of a High Court, the Vice-Chancellor concerned must suffer from an inferiority complex. After all in the case of salaried appointments, the quantum of salary is a very important matter for consideration.

The Sadler Commission recommended the appointment of a salaried Vice-Chancellor for the University of Calcutta. He was to have the salary and the status of a Judge of a High Court. The salaries of the Members of the Executive Council in the province at the time were greater than the salaries of Judges of the High Court of Calcutta. Due to patriotic and political considerations, ministers in most provinces have now been functioning on much reduced salaries. The first Vice Chancellor of the University of Dacca was appointed on a salary of four thousand rupees. Public criticism reduced the salary before the partition of Bengal to two thousand rupees.

(b) No. Uniformity is neither desirable nor possible. All Universities in India have not the same size or dimension.

(c) The answer is in the negative. Non-academic factors may play the same part in the cases of salaried whole-time Vice-Chancellors as in the case of honorary Vice-Chancellors. Salary indeed offers greater incentive to political jobbery The education of a country cannot be altogether divorced from its political trends. Many major salaried appointments in India today in spheres other than political or administrative are tinged by non-academic political factors.

(d) The method of appointment of a Vice-Chancellor in a democracy should be through the means of election. The system of presenting a panel of names to the Chancellor for approval is an attempt to temper the qualitative with the quantitative. This University has had no experience of the panel system The Vice-Chancellor of this University should in future be elected by a responsible constituency where academic considerations must predominate The Vice-Chancellors of this University have all along been nominees of the Governments of the day An unadulterated nomination of this type cannot possibly commend itself to a democratic way of life.

The terms and conditions of service of a Vice-Chancellor must necessarily be governed by the needs of each University No uniform standards in this matter can be laid down. The Vice-Chancellor of a University to be effective should have in the first instance five years term

8 (a) This question relates to small unitary Universities functioning in India. The Vice-Chancellor of the Calcutta University with his numerous duties cannot satisfy himself if the Deans, Heads of the Departments, Teachers and Officers are not functioning properly

(b) Instances of neglect of duty when they occur in the teaching departments of Arts and Science are brought to the notice of the Vice Chancellor of this University

(c) No specific answers can be given to this question. Action has been taken from time to time.

9 (a) The disciplinary control of the Vice-Chancellor over the staff both tutorial and administrative should be increased. The Vice Chancellor of this University should be invested with a veto power under certain circumstances. This should, however be directly circumscribed by the Regulations The Vice-Chancellor of the Calcutta University today is a *primus inter pares* in the Syndicate as also in the Senate. The Vice-Chancellor who is devoted to his duties and who is familiar with the members of these bodies can exercise tremendous moral influence.

(b) Amendments in the Acts and Statutes cannot be suggested in view of the fact that Acts and Statutes governing Universities differ very widely

10 University education should be placed in the concurrent list of the Draft Constitution of India.

11 Universities in free India have had a very short time at their disposal to able anybody to express an opinion whether or not the relations existing between Universities and Governments, Central or Provincial are based on right lines. (a) The experience of this University in the past functioning under the Government of India since its incorporation in 1857 down to 1921 and its experience with Provincial Governments in the past have not been happy at all. There was constant friction due to desire on the part of the governments concerned to impose their pattern of education, tinged with imperial and political considerations, on this University (b) This University demands that Universities in India should have the same complete autonomy as great Universities at Oxford and Cambridge have in the United Kingdom. (c) Each University should receive a statutory annual grant from the Government concerned preferably through the Central University Grants Committee and through the Regional Grants Committees when established. (d) The Governments concerned must have the right to inspect and audit the accounts and ask for explanations to meet the enquiries of members and representatives in the legislature. But the fashionable theory of the piper and the tune should not be permitted to have any operation.

12 This question relates to the organisation of a University It is too wide a question.

(i) & (ii) The composition of the Senate of this University should undergo radical alteration. A similar observation applies with regard to (iii) This University has yet been functioning under Lord Curzon's Act of 1904

(ii) (iv) & (v) They are very minor matters (i) and (ii) These matters should be left to Universities concerned for determination

(vi) In a secular India, the constitution of special Moslem Advisory Boards will merely follow the trails of the past.

13 The constitution, functions and powers of academic bodies mentioned in this question will require careful consideration from this University It has its Faculties, it has its Boards of Studies, it has its Examination Committee and Boards of Moderators. The Post-Graduate Councils in Arts and Science function as Academic Councils. Regulations have been framed to administer the department of Post Graduate studies in medicine on similar lines. It has not yet followed to the fullest extent the model set up by Sadler Commission in regard *to these bodies. This matter will require careful consideration* by the University after the constitution and functions of the Senate and its Executive Body the Syndicate, are finally determined.

14 (a) The question of nomination *versus* election is a question of acute academic controversy This University believes in the principle of election 80 per cent. of the members of the present Senate which is the body corporate of this University are nominated by the Chancellor The method and the procedure pursued with regard to the nominations have at times been open to serious objection This

(c) The answer is in the negative. Non-academic factors may play the same part in the cases of salaried whole-time Vice-Chancellors as in the case of honorary Vice-Chancellors. Salary indeed offers greater incentive to political jobbery The education of a country cannot be altogether divorced from its political trends. Many major salaried appointments in India today in spheres other than political or administrative are tinged by non-academic political factors.

(d) *The method of appointment of a Vice-Chancellor in a democracy should be through the means of election.* The system of presenting a panel of names to the Chancellor for approval is an attempt to temper the qualitative with the quantitative. This University has had no experience of the panel system. The Vice-Chancellor of this University should in future be elected by a responsible constituency where academic considerations must predominate The Vice-Chancellors of this University have all along been nominees of the Governments of the day An unadulterated nomination of this type cannot possibly commend itself to a democratic way of life.

The terms and conditions of service of a Vice-Chancellor must *necessarily be governed by the needs of each University* No uniform standards in this matter can be laid down. The Vice-Chancellor of a University to be effective should have in the first instance five years term.

8 (a) This question relates to small unitary Universities functioning in India The Vice-Chancellor of the Calcutta University with his numerous duties cannot satisfy himself if the Deans, Heads of the Departments, Teachers and Officers are not functioning properly

(b) Instances of neglect of duty when they occur in the teaching *departments of Arts and Science are brought to the notice of the Vice* Chancellor of this University

(c) No specific answers can be given to this question. Action has been taken from time to time.

9 (a) The disciplinary control of the Vice-Chancellor over the staff both *tutorial* and administrative should be increased. The Vice Chancellor of this University should be invested with a veto power under certain circumstances. This should, however be directly circumscribed by the Regulations. The Vice-Chancellor of the Calcutta University today is a *primus inter pares* in the Syndicate as also in the Senate. The Vice-Chancellor who is devoted to his duties and who is familiar with the members of these bodies can exercise tremendous moral influence.

(b) Amendments in the Acts and Statutes cannot be suggested in view of the fact that Acts and Statutes governing Universities differ very widely

10. University education should be placed in the concurrent list of the Draft Constitution of India.

Speaking about the powers of the Vice-Chancellor I do not know whether direct powers would help except in cases of conflict between the various parties. I had no direct powers except some emergency powers.

I had the co-operation of the Academic Council. I visited almost all the Colleges in the Presidency and tried to get in touch with the local people of course I did get pin-pricks here and there.

Presiding over meetings took a lot of time. I used to come here in the mornings for one hour I would just tell the Registrar my ideas and he prepares a note and if I agreed with it I noted down my concurrence otherwise I would ask him to discuss.

I paid one visit to each College except in Kathiawar They used to ask me to preside over College gatherings and function like that.

Therefore, I strongly advocate that every University must have a treasurer or a financial adviser who will be in-charge of the finance of the university At present it is all done by the Registrar

In the Technological Department, I find as a result of my experience, that it is difficult for people to keep a check on the various items of stores. So we have arranged for audit by the Department itself then by the Senate and we have arranged for audit in the c[illegible] way so that loopholes for leakages are prevented as far as po[illegible] [illegible]

CHANDARVARKAR, N VITHAL.

Oral Evidence.

Regarding appointment of Vice-Chancellor nomination by the Chancellor has worked satisfactorily hitherto, but may not work well hereafter because the Chancellors themselves become political people.

To make a distinction between an affiliating university and a residential university I would make a residential university to have its governing body elect the Chancellors and everybody else.

Personally I think the strength of the Vice-Chancellor depends on the goodwill of the Senate. Unless he has the goodwill of the Senate it will be very difficult for the Vice-Chancellor to carry out the programmes.

In a residential university if you are going to pass only resolutions which are not binding on anybody then I agree that the Vice-Chancellor should be selected by the Executive Council.

For an affiliating university I still plumb for nomination by the Chancellor Generally the Chancellor will exercise a little more discretion than a general body

My own experience is that for an affiliating university we should have a honorary Vice-Chancellor For a residential university where he will have more direct part with the teaching and academic activities than the Vice-Chancellor of an affiliating university I should insist on a whole-time paid Vice-Chancellor and he should not be allowed to do any work outside the university If you really want a good Vice Chancellor at the present value of money, you won't get a man for anything less than Rs. 3,000 a month.

Bombay University always had a honorary Vice-Chancellor. As a matter of fact the Vice-Chancellors had to spend money from their own pocket. When I became the Vice-Chancellor the Vice-Chancellor had not even a separate office room. Formerly for a long time, High Court Judges were Vice-Chancellors, and the Registrar used to go to the High Court or to their Chambers for getting orders on urgent cases.

My own view is that in Bombay an honorary Vice-Chancellor always will carry more weight. Power politics play their part here and an honorary Vice-Chancellor who is not dependent on the Senate for his living, can exercise a great deal more of influence and authority than a paid Vice-Chancellor

The Vice-Chancellor should be an outstanding public man. The academic people are completely ignorant of financial matters. When I came here I had no experience of University administration. I came here from the Municipality of Bombay The first meeting I had to attend was the budget meeting of the Syndicate. There was complete ignorance of financial matters there. The first thing I did was to put these on similar lines as Government or Municipal finances.

Regarding location of the University climatically Simla is not really suitable. It would be all right if you are running certain specialised schools. Our idea is to concentrate our higher teaching in the centre.

I feel that we should go where the Capital is. We want to be 10 miles away from the Capital. The University would give some sense of value to the Capital.

COYNE, A. M.

DUHR, S. J

18. The system of election is open to serious objection. But it is impossible to do without elections. There should be a sufficient number of nominated members, at least of the Senate, to make the system of election less one-sided. Academic interests should be mainly in the hands of academic men. Outsiders in small numbers may be useful or making academic men aware of the wider implications of education.

DANDEKAR, S. V

2. (b) Unitary teaching and residential. India is one country with a number of different cultures. It is desirable that there should be separate universities which shall study and develop these several cultures. There should be, however a University Board which should try to co-relate and organize from the point of view of the whole India.

7 (a) I favour paid full time Vice-Chancellor

(d) Should be elected by the Senate or the Court.

14 (b) The nominations should be made by the Vice-Chancellor in consultation with the Executive Body of the University

DAYAL, BISHESHWAR

Oral Evidence.

My own opinion is that the system of election just now common in every university should be dispensed with. If there is a system of elec tion in the University naturally there will be party system whether parties are officially recognised parties or not, is a different matter The development of parties is a necessary corrollary to the system of election and their existence in the university is not a very healthy sign. I should like to do away with that system of election.

There are ex-officio members on the Executive Council. I would suggest that the system of the elected members of the Executive Council must be stopped. The Executive Council consists of 23 members out of whom 5 Deans are ex-officio members. The Chief Judge of Oudh used to be an ex-officio member 4 nominees of the Chancellor and 7 members are elected by the Court. I think the number is too large for an executive body

My own idea is that the Executive Council should consist of the Vice-Chancellor the Treasurer some ex-officio members like the Director of Education, Chief Justice, etc. In addition to that there may be 4 or 5 or 6 nominations made by the Chancellor who should nominate such persons who are of eminence. I would not like to have any elected element.

The Chancellor should consult the Vice-Chancellor and also exercise his own independent judgment. The Minister should have nothing to do with it. I do not like any government should have anything to do in the matter of the administration of the University

So far as Deans are concerned, either the gentleman should be appointed by the Vice-Chancellor or they should be appointed by rotation.

Some persons remained deans for very many years for quite a long time. For 15 years and more.

The senior professor will be a man of high learning. We expect him to do research work and if his time is wasted in small matters, what is the use ?

In the present system the Deans waste a good deal of their time in work which is not academic. It should be avoided as far as possible.

The Vice-Chancellor's appointment should be by the Governor General or the President of India after consultation with the Chancellor who should be the Governor of the Province.

Government should have absolutely no say in the matter That is why I have preferred the Head of the State instead of the Governor of the Province. If it is the Governor of the Province, the Minister will influence.

The Governor General may be influenced by the Minister of Education. But that influence will be minimised. You cannot absolutely avoid it. The names themselves must be discussed between the two The final authority should be the Head of the State.

I would not give any initiative to the Executive Council.

The view of the Governor should be before the Governor General. He may go beyond it.

I would leave it to the Governor-General to choose whomsoever he pleases. I would not put down any restrictions.

DATTA, S.

1 The purely affiliating types of Universities have not been able to encourage higher teaching and research. The unitary and teaching Universities are yet new They have been handicapped by financial difficulties and occasionally by communal dissensions. Another difficulty was the competition which they had to face with the older affiliating Universities and this led some of them to lower their standards.

2. Possibly the unitary and teaching University will be difficult to achieve in large numbers in the near future. But they are the best. *Affiliating Universities are easy to bring into existence, and one* advantage is that they will be able to supervise the work of small units, and they may have organizations for post-graduate teaching and research at the centre. In a poor country like India where it is difficult to make Universities residential, the most suitable type will be the combination of the affiliation type with provision of higher teaching (post graduate) as in the Calcutta University

Federative Universities will be unsuitable in India. There will be a tendency to have too many small units connected together and education may be lost sight of in jealousies and friction amongst them If the Federative bodies have a central organization, that organization will be a nest of intrigue.

3 (a) The University will have its Inspectors who will see that proper standards are maintained in the appointment of teachers and *in other rules connected with the academic side of the college. If the* grants are paid through the University then there should be general supervision also over discipline and finance.

(b) The colleges should be places of residence with a large scope for extra academic activities, and tutorial classes may be held in them. The administration of academic affairs should be entirely in the hands of the central authority

(c) *This type will be unsuitable.*

4 (a) The jurisdiction should be territorial but provision should be made for affiliations on linguistic basis in very special cases.

(b) *vide* answer to (a) The question of dual control will not arise as control will be exercised by the University with whom the institution is affiliated.

5 No. The India Government is expected to give financial aid to the Universities. This will give the Government of India some power of supervision and co-ordination. If there is no such provision the Government of India will be able to act through the Provincial Government in exceptional circumstances.

6 (i) No.

(ii) (a) No change.

(b) *He* must be a whole-time teacher of some years standing.

(c) In an affiliating University whose Teaching and Research must be largely unconnected with its affiliating work a Pro-Vice-Chancellor will be necessary to look after these two Departments. He should be elected by the teachers from amongst themselves.

(d) The Treasurer should be appointed by Government. He will be able to see if money is being properly spent.

(c) The Registrar should continue to be appointed in the manner now current.

(iii) No

7 (b) Yes, except with regard to Universities of the Federative type.

(c) The system of honorary part-time Vice-Chancellors has certainly led to the intrusion of undesirable and non-academic factors in the University administration. The system of paid Vice-Chancellors has not been free from these defects but that has been due primarily to communal dissensions and the predominance of non-academic forces in the executive bodies.

(d) The Vice-Chancellor should be appointed (by the Chancellor on such advice as he may choose to seek) for a single term of three years which may be extended up to five years on satisfactory service.

9 (a) In an affiliating university the control of the Vice-Chancellor should not be increased. In a unitary university or in the teaching branches of the affiliating university the Vice-Chancellor's power should be similar to those of the Principal of a large College.

(b) No comment.

10 The power should be in the hands of the Provincial or State Governments.

11 The relations between Provincial Governments and Universities have sometimes been unhappy but that has been due mostly to political factors. The Universities should be autonomous bodies but Government should have control through a check on their finances by annual audits.

12. (i) Fifty per cent should be elected by registered Masters of different faculties and not by graduates and by the teachers of the affiliated colleges. Government should not nominate more than twenty-five per cent.

(ii) This should be entirely an elected body except for one nominee of the Government.

(iii) This should consist of Members of (i) and (ii) *plus* two *ex-officio* members, the Vice-Chancellor and the governmental nominee on (ii)

(iv) and (v) No comment.

(vi) This should not exist.

13 (i) & (ii) These should be one body Fifty per cent. should be members of the Senate and fifty per cent should be taken from teachers who are not members of the Senate.

(iii) Ninety per cent. of them should be teachers. The above bodies should be made free to frame syllabus and text-books. The Executive Council or the Syndicate should have no control in these matters.

(iv) This is unnecessary

(v) This Board should consist of Heads of Departments or of those elected from amongst them.

14 (a) A small percentage may be nominated to represent special interests.

(b) Yes.

15 Communal considerations should be minimized. They may be considered under 14(b)

16. No

17 Chambers of Commerce and Legislatures may be associated with Universities but such representation should be limited. This should be considered under 14(b)

18 No. Teachers and Masters of the University should have more representation.

DESHMUKH, DR. PANJABRAO.

7 (d) I would suggest a panel of five names to be submitted by the University General Body on the basis of single transferable vote, the appointment resting with the Prime Minister and the Governor of the State.

10. I would favour the powers of control and legislation in relation to Universities ordinarily to rest with the State Government. But the Central Education Department should be able to help and co-ordinate the efforts of the different Universities in the country For this purpose it may be necessary to place the regulation of Universities in the Concurrent List of the Constitution.

18 University elections have not in my opinon been at all satisfactory The collection of voting papers by the candidate is being resorted to on a large scale and it has been rampant for prospective candidates to pay the registration fees and then claim the voting paper as well as the vote and first preference for themselves as of right and sometimes forcibly This can hardly be regarded as fair or proper and some modification is therefore called for

DESHMUKH, R. M.

10. I would prefer University legislation to be a Central subject, so as to secure some structural uniformity I would also prefer that Government may evolve a system of grants and conditions on which such grants shall be made, as also the system for sending for information, etc. But Universities shall be largely autonomous and free from day to day interference from Government officials.

DEV ACHARYA NARANDRA.

Oral Evidence.

In regard to the Vice-Chancellor eminent educationists should be the Vice-Chancellors for a period of 3 years, and should not be re-eligible for the office. But I was told that it would not be possible

for us to secure a large number of eminent men in public who may fill this office with dignity and eminence. In U.P for instance there are 5 Universities and the problems are more difficult.

If the period of 3 years is considered short it may be enlarged. I have no objection. But the incumbent should serve only for one term.

Ordinarily they should not be re-eligible for appointment, but they may be eligible for re-appointment in exceptional cases.

I favour a paid full-time Vice-Chancellor

Regarding representation of donors it is not desirable that donors should nominate Clerks who are working in the University

DONGERKERY S. R.

1 The scope for a "federative University in India is limited, since such a University implies the previous existence of federating units. Perhaps such Universities may be constituted when new regional Universities in Province take over Colleges which were previously affiliated to an older University Even so unless the federating Colleges have financial resources of their own enabling them to maintain their autonomy they would be in no better position than affiliated Colleges in which case, the name "federative" or "federal" would be misnomer for the University

4 (a) I am strongly opposed to defining jurisdiction by linguistic considerations, as such a course would have a narrowing effect by creating what may be called "linguistic insularity" This would also have a disintegrating influence, weakening the unity of India, although it may appear to unite groups or sections of people who speak the same *mother tongue. National unity would be sacrificed at the altar* of linguistic unity

6. (ii) (e) The Registrar should have certain independent powers in administrative matters, subject to the supervision of the Executive Council and the Vice-Chancellor e.g. to make acting clerical appointments in this office, to appoint the lower non-clerical staff, to sanction recurring expenditure below a certain figure, within the budget provision and to take emergency action in matters of routine.

Oral Evidence.

With regard to affiliation of Colleges, I submit that the present provision in the Bombay University Act ought to be amended because *at present the final word in affiliation rests with Government. The* practice in this University is that, as soon as application for affiliation is received, a local enquiry committee is appointed, and on the Committee's report the Academic Council passes a resolution and records its opinion. Then it goes before the Syndicate, and from there to the Senate, and they record all these papers and forward to Government. *Government may grant affiliation subject to the conditions laid down* by these bodies or sometimes they may disregard the conditions laid down.

Instances of disregarding University's recommendations have not been frequent in the past, but in recent years, I am afraid, it is becoming frequent. With regard to medical Colleges, which were upgraded it happened. In other cases, Government sometimes dispenses with compliance by the College authorities of conditions laid down by the Syndicate and the Senate, and they are not bound to give any reasons.

What I would suggest is that affiliation of Colleges should be a matter entirely for the University

There are too many elections in the University. We must reduce them. This is also very important from the point of view of the constitution of the Boards of Studies to which a reference has been made by the Vice-Chancellor. We do not get the right type of persons through elections.

Open voting system instead of the ballot system might improve matters. Because people will not vote in a way which will be open to criticism. Now what happens is persons who give all sorts of empty promises to the electorate get elected irrespective of their suitability. There are several instances of Boards of Studies which do not contain people who are competent to frame syllabuses so that we had sometimes to refer to teachers to help in framing syllabuses. Therefore I have suggested in my reply that the Vice-Chancellor should have the power of nomination on the recommendation of the Academic Council.

I would suggest that there must be nomination from amongst certain persons.

But I am not quite sure whether it should be left to the Executive.

Approval of the Chancellor might be there as a sort of check against possible malpractices.

D'SOUZA, REV

Oral Evidence.

There is a great variety in the constitution of managing bodies of different colleges. In the case of Colleges affiliated since 1943 a nominee of the Syndicate has been included in the Managing Committee. The Loyola College, Madras, and four other Colleges are under the general control of the provincial body governing their mission called the Society of Jesus. It consists of about 12 members. But the direct administration of the College is vested in a council consisting of the Rector the Principal and some senior Heads of Departments. Under the laws of the University every college shall be managed by a regularly constituted Managing Body on which the teaching staff shall be represented by at least the Principal. We have been having this constitution for several years and it has been working satisfactorily

The College Council consists of 5 members. It is mainly concerned with academic matters. It deals with the day to day work of the College in regard to academic, disciplinary and similar matters.

As a matter of fact, there was a very salutary convention in this University that a candidate for Vice-Chancellorship should not canvass. But even then I find that canvassing does take place. I am not against the view propounded that some Prime Minister—it may be the Central Prime Minister or any body else—should select the man. A panel of persons who would be available should be prepared. The panel can be originated by academicians, the best men of the country like Dr Sir Radhakrishnan, or other distinguished educationists. Or it can be originated at the suggestion of the Inter-University Board or the Inter University Committees may be entrusted with this task.

I will have no objection if a right type of person is chosen from some of the best administrators. But when the University becomes a place of political party manoeuvrings, then, of course, it is hateful.

My first alternative is panel. The second alternative is election.

DURGA DAS.

1 To a very limited extent.

4. (a) I say yes.

(b) I do not consider it desirable that more than one University should have jurisdiction in a particular area.

5. No.

6. (i) No.

(ii) Generally speaking, under the existing system, administrative matters receive more attention while adequate time or thought is not devoted to academic questions. This needs serious consideration, and remedy for these defects be provided for in the new Acts of Corporation by division of duties.

EAST PUNJAB UNIVERSITY

1 It is difficult to give a comprehensive reply so as to cover all the Universities. Each University besides producing graduates of different kind, has played its part in building up the national life.

2. In view of the conditions of our Province, our opinion is that the most useful type of University is the one which combines the functions of an affiliating and a teaching University. Our reasons are as follows —

(a) There are a large number of important towns and areas which must possess institutions for imparting collegiate education. But each one of them cannot be turned into a University.

(b) In certain subjects, particularly in most prominent branches of science and also in Economics, Languages (classical foreign and modern) and for post-graduate and research work, the teaching should be confined only to the University and need not be attempted by each of the affiliated college. This will not only raise the standard of education, but will also be economical in the long run.

3 The University must have control over its affiliated and constituent colleges in the following matters —

(i) Standard of teaching.

(ii) Acadamic qualifications of teachers.

(iii) Salaries, grades and terms of employment of teachers.

(iv) Equipment of laboratories and libraries.

(v) Standard of sports.

(vi) Scale of fees.

(vii) Residence of students.

4 We favour territorial limitation but not linguistic. Each University should provide for the preservation of linguistic and cultural traditions of compact minorities, settled within its territory

(b) If however it is considered desirable to permit an institution situated within the limits of the ordinary jurisdiction of one University to seek affiliation with a University in a different area, the course of reading and standard of examination should be equivalent.

5 Yes. The office of Visitor should be held by the Governor General.

6. (i) On the whole, yes.

(ii) (a) Should be nomiated for a period of 5 years by the Head of the Indian State.

(b) Views differ—some favour nomination by the Chancellor out of a panel of 3 persons recommended by the Senate whereas others favour nomination by the Chancellor to avoid party friction in the University The normal term should be for a period of three years.

(c) We consider the existing arrangements in this University of a University Instruction to be satisfactory

(d) Not required.

(e) Yes.

(iii) No.

7 (a) We favour a whole time paid Vice-Chancellor

(b) No Uniformity is necessary The decision should rest on the requirements of individual Universities.

(c) This has happened in many instances where the elective system has been introduced.

(d) As already stated in answer to Q 6 (ii) (b) The salary of a Vice-Chancellor should not be less than Rs. 2,000 per mensem. The status of a Vice-Chancellor should be equal to that of a High Court Judge.

8 (a) The Vice-Chancellor should be in constant personal contact with Heads of Departments of University and this is one of the reasons

why the appointment of a whole-time paid Vice-Chancellor is favoured.

(b) No record has been maintained.

(c) No record has been maintained.

9 (a) The control of the Vice-Chancellor over the establishment of the University should be strengthened subject to the condition that every person aggrieved from his order should have at least one right of appeal.

(b) The Act should make a definite provision that the Vice-Chancellor should have powers of chief Executive Officer of the University

10 (a) We are in favour of (c)

11 In view of the fact that the new Constitution in the process of formation, it is not possible to say anything at the present stage. We would, however suggest that the Universities should be autonomous bodies and the Governments, whether central or provincial, should not have power of interference with the actual day to day working and internal discipline and control of the University

12. (i) *Senate.*—At least two-thirds of the members of the Senate should be elected. Out of the elected members, three-fourths should be teachers in affiliated colleges or the University or the Heads of Colleges or some of the departments thereof. The remaining should be nominated by the Chancellor on the recommendation of the Vice-Chancellor

The reasons for the proposal are that with the progress of democratic system in the country it is in the fitness of things that the majority of the members of the Senate should be elected and the University being an educational body persons engaged in the teaching profession should have an effective voice in its development and control.

(ii) *Executive Council or Syndicate.*—The Syndicate should consist almost entirely of representatives of various Faculties and should be elected by them—the only exceptions should be the Vice-Chancellor and the Head of the Department of Education in a Province who should be ex-officio members. It is only in this way that the Syndicate can become the representative of all branches of learning.

(iii) *Finance Committee.*—The Finance Committee should consist of the following —

(a) Two experts in finance to be elected by the Senate. They need not be members of the Senate.

(b) One nominee of the Vice-Chancellor

(c) Three persons to be elected by the Syndicate from amongst themselves.

(d) The Vice-Chancellor and Dean of University Instruction (ex officio)

(e) The Registrar Secretary (ex-officio).

(iv) *Committees of Reference.*—The Syndicate should have the power to appoint *ad hoc* Committee of reference for specific purposes.

(v) *Board of Health Discipline and Residence.*—The University should appoint a Board of Health with a whole-time Director of Physical Education and this Board should consist of representatives of Principals of affiliated colleges and teachers. Its functions should be to arrange sports, games and medical inspection.

Board of discipline and residence should consist of the Vice Chancellor as President and 5 Principals of affiliated colleges to be elected by them from amongst themselves and the Head of the Department of Public Health in the Province.

(vi) *Muslim Advisory Board.*—No need.

13 We are satisfied with the constitution, functions and powers of the following bodies, as exist in our University —

(i) Academic Council,

(ii) Faculties,

(iii) Boards of Studies.

(iv) There is no *Examination Committee* in our University for all Examinations. There are, however Boards of Examiners for M.A., M.Sc. and Honours School Examinations. In our opinion these are functioning satisfactorily

(v) There is no *Board of Moderators* in this University Nor do we think that there is any necessity for such a Board. In emergency provision should be made in the Regulations empowering the Vice-Chancellor to appoint a person or persons as Moderators for a particular examination, on a reference from the Registrar or the Controller of Examinations.

14. (a) Provision for nomination should exist only in the case of the Senate but not on any other body of the University Heads of University Departments should however be Ex-officio members of the Academic Council, Boards of Examiners.

(b) Yes, wherever nomination is allowed.

15 No.

16. Yes so far as this University is concerned.

17 Provision for representation of the local legislature on the Senate is necessary We do not advocate the association of any other non-academic body with University administration.

18. Not always. We consider the provision for the election of Fellows under the East Punjab University Act, Section 13 to be satisfactory

19 We are not in a position to give any answer to this question as this University has received no benefactions of the kind mentioned.

FARUQI, DR. M. H.

I do not see any reason why election of V C. by the Courts should be a force if members take it seriously The difficulty is that if you treat it as a contest then it is objectionable. But if you make it plain that all the three names are all genuine names and one of them has to be elected and the two names are not to be treated as mere dummies I do not see any reason why the court should not take it up seriously It should be made plain by the attitude both of the Executive Council as well as the attitude of the members of the court that they should not treat the election of V C. as a mere formality If a man wants to withdraw he should withdraw when his name is being proposed in the Executive Council He has no business to withdraw his name in the Court. We must be trained in an atmosphere in order to creat some character some sense of values, some sense of proportion and some sense of discipline. We come to the university minus all this and hence all this confusion.

I would suggest that the present system certainly envisages a good deal of support from those people who are intimately connected with the university and they feel that they have a hand in the administration in the sense that they as you have put it, adopt the general policy including the choosing of the Vice-Chancellor If you deprive the court of this, then I am afraid the little interest that they take in the matter would cease and they would feel that they are being divorced from the affairs of the university and especially on a very important item namely the election of the V C. which probably is a cherished thing so far as the Court is concerned. Apart from sending these two dummy names, there is no harm so far as the election of the V C. by the Court is concerned, because after all it is a larger electorate and we are tending towards large electorates in the present set up If the proposal of sending a name by the Executive Council to the Chancellor and approval by the Chancellor is the only method left and the only people concerned will be the Executive Council and the Chancellor We are certainly narrowing down the election of the Vice-Chancellor to a very limited number

We don't want to make the Vice-Chancellorship a party affair Not only do we wish to avoid it, but we also want to enlarge the electorate.

The less of election, the better The larger interests of education and the country require that this elective business should be put a stop to in the sphere of education.

I have listened to one suggestion made yesterday One way would be to legislate that the Vice-Chancellor should not be re-elected. Once he is a Vice-Chancellor he will have done with that office. That will minimise a good deal of nepotism after he assumes office.

GAUHATI, UNIVERSITY OF

2. (a) An affiliating and Teaching University is best suited to meet the requirements of this province.

3 (a) Supervision of the Courses of studies and inspection.

The Government grants-in-aid to the affiliated Colleges should be distributed on the recommendations of the University

4 (a) Territorial considerations.

(b) Vice-Chancellor's note on the subject submitted to the Inter University Board of India is enclosed herewith.

5 Yes.

6. (ii) (c) A Pro-Vice-Chancellor may be necessary when the duties of the Vice-Chancellor are found to be very heavy

(iii) No.

7 (a) Paid full time Vice-Chancellors.

(b) Each University is competent to decide the issue.

(c) The system of honorary part time Vice-Chancellors is likely to introduce non-academic factors into University affairs.

(d) The Method of appointment should be election and the Vice Chancellor should hold office for at least five years and may be re-elected.

8. (a) At this University there is a Secretary for University Classes who is at present also the Principal of the Law College. He meets and reports to the Vice-Chancellor daily The other officers also meet the Vice-Chancellor daily and the Registrar lives next door to the Vice-Chancellor

(b) Nil.

10 (b) Provincial Government.

12. The nominees of the Government on the Court and the Executive Council should be appointed on the recommendation of the Vice-Chancellor and not on that of the Minister-in-Charge.

13 (iv) The Vice-Chancellor and the Registrar or the Controller of Examinations should be vested with wide powers in order to maintain the secrecy of Examination affairs. The Board of Moderators should be selected by the Vice-Chancellor in consultation with the Deans.

14 (a) No.

(b) Nominations by the Governor of the Province to the Academic Bodies of the University are not necessary

15 So far this University is concerned the question does not arise.

16. Yes.

17 No representation is accorded in this University to local and Municipal bodies or Chambers of Commerce. The legislature elects five members to the University Court. It is desirable to continue this.

GUNJIKAR, K. R.

II. 2. All the three types or combinations of them will be necessary according to special circumstances.

3 (a) The affiliating universities should control and supervise over colleges through periodic inspection committees appointed by the syndicate.

3 (b) Unitary and residential universities should be self-governing.

8. (a) Through personal contact with professors and lecturers in University Departments and through periodic inspection committees in other cases.

12. All those bodies should have a predominantly academic element.

13 For keeping academic values in the forefront, the Academic Council, Faculties and Boards of Studies should be divested as much as possible of powers of patronage. The Examination Committee and Board of Moderators should be entirely segregated from the former

17 No.

18 Yes, suffrage should, however be predominantly confined to teachers of the university and affiliated colleges.

GWYER, SIR MAURICE.

Oral Evidence

I am, in general agreeable to the following scheme, suggested by the Chairman regarding the composition of the Governing bodies of the Colleges—

University representatives	2.	
Principal—(ex-officio)	1	
Teachers	2	(elected by the teachers' constituency)
Representatives of the Old Boys of the College.	3	Graduates of 10 years standing elected by the Old Boys of the College.
Representatives of the Trustees	3	
Co-opted member (by the Governing Body) so as to give representation to enlightened public opinion.	3.	

Some method should be devised so that no college has more than one representative on the Executive Council.

The principle of rotation would be excellent. It would also tend to minimise election. Two senior colleges may have one representative on the Council by rotation.

There should be some proportion between the teaching and non-*teaching element in the Executive Council.*

In the present contingency the wording of the Statute regarding the appointment of the Vice-Chancellor seems to be ambiguous. On account of the partition of the country the Act requires considerable modification.

I would not say that affiliation of institutions at long distances is either a source of weakness or of strength The move for affiliation of the Dehra Dun College came from the Dehra Dun College people and not from the Delhi University They were keen because they thought that they would be in touch with the scientists in Delhi. I have no strong feeling about it. We would desire to fall in line with the Government view If these colleges wish to get themselves affiliated to Delhi they must have their own reason.

There is a difference of opinion about the interpretation of one of the Sections of the University Act. I maintain that we can recognise teachers who are teaching subjects under the control of the Academic Council and teaching University syllabus and courses of studies. At present we can recognise new colleges, and colleges are defined by the Act as places providing residential accommodation. Taking the School of Social Work or the College of Nursing, it seems to me that both the institutions if recognised, should be recognised as special institutions and not as colleges at all. Because the conception of a college under the Act is a place which coaches students for University studies. It would be very desirable if we can recognise teachers in these two places as teachers of the University and give recognition to the colleges. The Executive Council was keen to do so There was one dissentient voice. He carried his opposition to the Court and the Court upheld the view of the Executive Council and the matter is pending with the Government.

The recognition of the school of Social Work is under consideration The College of Nursing can be technically recognised as a College.

The Central School of Education does not provide any accommodation It cannot be approved as a College. We cannot recognise its teachers and the unhappy students in the Central Institute are to be told that we cannot give them the Degree because the teachers in the Institute are not recognised teachers. The teacher in the Institute are appointed by the Institute itself We cannot recognise any body unless they are under the control of the Academic Council and they teach University syllabus.

The Miranda College is doing B.Sc. Pass work. We will administer the College on exactly the same lines as the Governing Bodies of the colleges administer We calculate what grant we would receive if it were a private college.

HAMEED, ABDUL.

Oral Evidence.

Having known politics in this country I think I will have to make some revolutionary suggestions. First of all, I believe that we should not allow our education to suffer at the hands of half-baked Ministers. I would therefore suggest that the entire education should be taken away from the State and managed by some body preferably the university I do not see why the university should not take over the entire education. There is nothing radically wrong about it. The univer sities here have had a good deal of trouble with the State in regard to finance. Therefore provision should be made in the Constitution Act itself to have some substitute for the Royal Charter for constitut ing universities. Universities should not under any circumstances be under the purview of the Provincial Government. The University Acts should not be amended by the changing governments to suit their whims and fancies. Otherwise, there is danger and the purity of education will suffer

I bellve that education is one whole from the elementary to the university stage. It should not be considered in compartments like elementary secondary or collegiate stage. Education as a whole should be dealt with by one body

There should be no question of the Government giving or not giving any money A definite percentage of the revenue must be ear marked for education.

HAMIED DR. K. A.

Oral Evidence

Regarding appointment of Vice-Chancellor the practice of having High Court Judges as Vice-Chancellors must go and I think election of a Vice-Chancellor is also derogatory to the position of the Vice Chancellor The university should select a Vice-Chancellor and write to that man and if he is a capable man make him Vice-Chancellor for life.

The University or the Executive Council must discuss the claims and qualifications of various people and make up their mind about the individual and place the matter before the Senate for information.

HINDIQUI, K. K.

Oral Evidence.

Regarding appointment of the Vice-Chancellorship I agree that a more suitable method than election is to have a panel of names recommended by a smaller body like the Executive Council. The Court should elect from this panel.

The power of control and legislation should be assigned to the Central Government. The controlling Government should bear in mind the local needs of each area and provide adequate funds.

College is the greatest obstacle to educational progress in Assam ... than 1500 students are prosecuting their studies in this College ... adequate facilities. The College is under-staffed, and labo- space has not increased in proportion to the increase in the ... of students. The post-graduate Departments of the Univer ... cannot prosper unless Cotton College is developed into a great ... institution under the direct management of the University ... er stress the necessity of safeguarding the interests of the ... staff in the event of the transfer of the College to the University

...UN DR. SYED

Oral Evidence

I would have the academic man only as Vice-Chancellor It is ... essential that the Vice-Chancellor should be in close touch ... the working of the university I would prefer Vice-Chancellor be appointed from among the Deans.

If we are unable to produce a Vice-Chancellor from among our ... we will elect a new man.

J M.

1 In India we have only a few residential universities. The ... are teaching universities and I am not aware of any federal ... ersities. They are mainly employed in teaching and beyond this, ... have not fulfilled any of the objects except preparing the students ... the examination.

2. I would prefer residential type of university Each univer ... must be a town by itself, having common hostels and colleges. ... a university there is no room for communal hostels or organizations. ... teachers must have direct contact with students and every teacher ... have a certain number of students in his charge and be respon- ...le for their character building.

4 (a) The jurisdiction of the university must be territorial. If there are three or more predominant languages as in Madras, there may be a need for different Universities on linguistic basis.

5 I agree that th- Governor-General may be the Visitor for all ... Universities.

6. (i) I am speaking of the Mysore University The existing ...thorities that control the University are His Highness the ...hancellor the Government of Mysore, the Vice-Chancellor the Uni- ...rsity Council The Vice-Chancellor though a high-paid officer has ... powers himself He is between the University Council on one side ...d the Government on the other Being sandwitched between the ...o he cannot even appoint a lecturer or dismiss one or take any other ...sciplinary action without the concurrence of the University Council ...d Government. The actions of the University Council must again ... approved by the Government. The University Council (regarding

appointments of professors assistant professors etc.) is only a recommendatory body while the Vice-Chancellor is held responsible for the good working of the University he has not the necessary powers for the enforcement of discipline among the University Staff

Under the present constitution of the University the Government can make its own appointments or dismiss or supersede the members of the staff. Instances are not wanting when the recommendations of the University Council have been ignored and the Government have passed orders arbitrarily

6 (ii) The Vice-Chancellor must be entrusted with necessary powers. He should be in a position to make appointments in consultation with the Council up to a certain limit. The University Council must be partly an autonomous body and the Government should not interfere. The appointment of professors and assistant professors must be approved by the Chancellor and the Vice-Chancellor must correspond directly with the Chancellor The Syndicate must be the Cabinet of the University subject to the control of the Chancellor only

7 I prefer a full-time Vice-Chancellor

(d) The Vice-Chancellor must be appointed by the Chancellor for a period of five years. Regard should be had for his high academic qualifications coupled with administrative experience. I am against electing a Vice-Chancellor as this will involve party politics and communal tendencies.

9 (a) The disciplinary control of the Vice-Chancellor must be increased. Under the present constitution the Vice-Chancellor has the powers to take action by himself He has to obtain the sanction of the Syndicate even to suspend an ordinary lecturer and in the case of Gazetted Staff the approval of Government is needed. The Vice-Chancellor is only a reporting authority His powers should be increased to cover punishment and dismissal of teachers keeping of Gazetted Officers under suspension, if necessary provision may be made for appeal to Government.

10 Allocation of powers not necessary

12. *Senate Change in constitution.*—The Senate is a body whose main function is to promote learning and enhance the prestige of the University Being the chief executive body it is presupposed that the body consists of eminent educationists and its composition was so till the principle of election from various political bodies was introduced, who often align themselves on communal grounds. Such elections from political bodies often give use to party factions and there is the danger of introducing party politics in the temple of learning, which is a non-political and non controversial institution. Again there is the danger of the best academically qualified not being returned *through elections.*

I would suggest that different Electoral Colleges be formed of (1) teacher & professors & historians (2) scientists (3) engineers (4) medical men (5) engineers (6) technicians (7) industrialists (8) business men (9) registered graduates etc. and representatives may be elected from each group to the Senate. A few may be nominated by the Chancellor in consultation with the Vice-Chancellor only But no person who has never been in the university should find a place in the Senate.

12 ii. The Syndicate. The members of the Syndicate must be elected from the Senate. The Chancellor may nominate 1/3rd of the members in consultation with the Vice-Chancellor The Syndicate should be the chief executive authority The Chancellor will have power to remove any member for misconduct on the recommendation of the Senate. There is no need to give representation to legislative bodies, as election in these bodies always aligns itself on party lines.

13 (i) (ii) (iii) (iv) The present constitution may continue.

14 (a) Yes. It is desirable to nominate persons who have high academic qualification.

(b) Yes.

15 It is not desirable.

17 Not necessary

Oral Evidence

My personal opinion is this The University should be taken out of the legislature. The head of the University i.e. Vice-Chancellor may be selected and not elected. If the appointment is done by election, we may not always get efficient men. Personally I am of opinion that the Vice-Chancellor's place must be filled up by the Chancellor or the Governor having regard to qualifications, experience etc.

Supposing you give representation to legislative bodies, taking into consideration the present conditions, the University bodies—Senate or Council may also become political bodies. Of course you are all aware what our political bodies are. They will always have party feelings and if the representatives of the legislative bodies are represented here, I am afraid, the same spirit will come here also. I am anxious that University bodies—whether Senate, Council or Syndicate —must be as far as possible non-political. In learning, if you introduce any party or communal bias, it will always bring down the prestige of the University

JHA, DR. AMARNATHA.

Oral Evidence.

I have had experience of this University and the Benares Hindu University and Patna University and Agra University The system regarding appointment of Vice-Chancellors varies from place to place. At the Patna University the Vice-Chancellor is appointed by the Chancellor and there is no election. At the Benares Hindu University the

appointments of professors assistant professors etc.) is only a recommendatory body while the Vice-Chancellor is held responsible for the good working of the University he has not the necessary powers for the enforcement of discipline among the University Staff

Under the present constitution of the University the Government can make its own appointments or dismiss or supersede the members of the staff. Instances are not wanting when the recommendations of the University Council have been ignored and the Government have passed orders arbitrarily

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may in actual practice go to a politician for whom Government are not able to provide otherwise, whether he is an academic man or not. I want to bind the Chancellor to this extent that he could only make his choice out of the panel nominated by the Council. I do not wish the Court to have anything to do with it.

The Court has not only about 130 members. There are 30 representative of the Registered Graduates, and these Registered Graduates are elected not because they are interested in the University but because they are interested in certain groups. There are certain nominees of the Chancellor some ex-officio members some donors and all members of the Academic Council who are ex-officio. It is not so in Lucknow Regarding donors they can themselves be members. If an Association is a donor the Association may decide which member of the Association is to be the member

The Vice-Chancellor should be appointed for a term of 5 years and not re-eligible for re appointment. If the Vice-Chancellor is worth anything, he will be required by another University His experience would not be lost to the University In the same University he should not be reappointed.

CHANCELLOR.

The Chancellor should be elected. As regards his qualification we have to leave it to the good sense of the members of the Court.

I would not let all members of the Academic Council to be ipso-facto members of the Court. I would cut down the numbers of the Registered Graduates and the donors. If the Academic Council is asked to elect 10 representatives and if the number of donors is restricted to 10, it would be a more manageable body

Regarding the Deanship being by rotation or by election it depends on the size of the Faculties. If you restrict the term of the Dean to one year I would have no objection. At the present time it is 3 years. In a big Faculty of 12 or 13 Departments, the Head of the Departments will never have a chance. There is no reason why it should not be only for one year Then it would go by rotation on the ground of seniority If every Head has a conceivable chance of becoming Dean, it is very good. The Dean has not much to do. He presides over the Faculty and is ex-officio member of the Council.

POWERS OF EXECUTIVE COUNCIL.

There are various checks placed on the Executive Council in regard to incurring of expenditure. The Executive Council cannot incur recurring expenditure more than Rs. 2,000 a year unless it has the approval of the Committee of Reference. The Vice-Chancellor is the Chairman of the Committee. All the other members are such as are not members of the Executive Council. Any item of non-recurring expenditure of Rs. 10,000 and above and recurring expenditure of

Rs. 2,000 and above must be approved by a Committee of Reference before the Council sanctions it. It is elected by the Court. There have been occasions when there have been differences of opinion between the Committee of Reference and the Council and on these occasions there is a joint meeting of the Council and the Committee of Reference and the decision of the joint body is final. On two occasions only during the last 25 years has its proposal been rejected. This Committee consists of 15 members and the Executive Council consists of 18

In every University the Vice-Chancellor should have at his disposal a sum of Rs. 10,000 out of which with the approval of the Council he could incur expenditure not provided for in the Budget. Otherwise, even the Council should not normally have the power to go beyond the Budget. The tendency is after the Budget has been finally adopted, the Council goes on incurring further expenditure with the result that the budget bears no proportion to the actual expenditure. That was what I found at the Benares Hindu University

JHAVERI, K. M.

1 In a fair measure.

2. (a) and (b) Unitary has its uses, and affiliating has its own. At all times a Unitary one is very costly to maintain and not possible everywhere. An affiliating University would not be so costly and can cater for a larger area by recognising local Colleges in the Province.

3 (a) and (b) The control and supervision of both types would be common in certain respects, as to employment of staff, prescription of syllabuses, provision and regulation of Hostels. The University type would have to lay down Rules for closer contact with students.

4 (a) Jurisdiction should be limited by linguistic consideration.

(b) No.

5 No

6 (i) I can speak from my experience of the Bombay University I am satisfied.

(ii) No.

7 (a) Honorary Part time.

(b) No. Each University should be governed by its own requirements.

(c) No.

(d) Follow the Bombay Procedure.

8. (a) Through the Registrar

9 (a) I do not desire any change in the present working.

10 (b) I favour the Provincial or State Government as the case may be.

11 I have no suggestions to make.

12. & 13 I have no changes to recommend

14 (a) No.

15 No.

16 Yes.

17 No. The Association is out of place.

18 Yes. No alteration is necessary

19 No. The donors suggest their own conditions. The Univer can accept or reject them. The donors have no statutory powers.

Oral Evidence.

My impression is that we want a full time Vice-Chancellor who devote his whole time towards the betterment of education.

PRADYUMNA C.

I believe the universities have on the whole successfully worked the objectives which guide their constitution. While the unitary university is by far the best to promote scholarship and re-rch and a life of co-ordinated freedom they have been unable en-ly to resist the temptation to keep within their fold institutions ich desired to keep their integrity unimpaired The growth of pro-nal studies have specially tended to impair their original struc -, though it has more or less been made to conform to the unitary ucture by stretching of nomenclatures and conventions.

The country offers greater scope for the Federative type but I am quite sure if the Delhi University or the newer one in Rajputana lly realise what they had set out to do I admit that it has had influence in the raising level of the teachers but so far as I the gain in the larger number of cases has been more in appear than in reality If it could really be made to work in the spirit uch it was expected to create in the country the gain would have immense. What I am afraid militates against the educational lue that it could have is the far-flung situation of the colleges and eir remaining uninfluenced by each other's working and retaining th their own defects as well as merits.

The future development therefore must be on lines which will be rallel in many directions. While the unitary and teaching Univer ies already in existence must become more so the federative Univer ies should be encouraged in so far as undergraduate teaching in the olleges is concerned The Post-Graduate work must be concentrat on the principles of cooperative centralisation. It would naturally limited in scope by considerations of the area to which it could be tended. These two types should in my opinion become provincial ncerns, and may where necessary be subject to lingual considera ons.

The affiliating type too has come to stay and though I emphasise stringent control in the matter of allowing institutions to be affiliated, its existence in the educational scheme of things in the country cannot be wiped out. The best solution would be to appoint four affiliating universities embracing regions having more or less common linguistic affinities and controlled by the central government through what I call a Central Board of Affiliation. It would leave other Universities to develop a truer spirit of University education without depriving the country of the means of raising the educational level of the people in general. The affiliating type is a necessary compromise between the best and the least, and therefore to a certain extent has the effect of dragging down standards which should be kept up in the University work. It has no effective liaison with Colleges and their normal working and brings more abuses than any useful contribution in the dissemination of knowledge. Yet it must be admitted that the affiliating Universities have helped in providing education of some sort where none was available and in better hands even exerted more wholesome influence. That they become hot-beds for cliques and intrigues is not so much the fault of the system as of the men who went to them. The reform therefore must be towards that end. The Committee appointed by the Government of the United Provinces in its Enquiry Report tried to tackle the question but they blundered by being too influenced by the vociferous complaints of the malcontents and failed to assess its real merits. They therefore decided to create more Universities at Roorke Cawnpore and other places and thus evaded the entire problem. The Agra University has almost in retaliation made the question more complicated by affiliating a larger number of Colleges and raising old Intermediate Colleges to a degree status. No step seems to me more retrograde than what was allowed by the University and the Government in flagrant violation of the opinion of the experts to make the secondary and University education complete and self sufficient. From what I know of the way things are shaping, the Government of U.P is now being faced with the same problem which was set before the Government of Bengal when the Sadler Commission reported and it appears with a likely consequence of not implementing the reports of its own educational commissions.

The freedom of the Universities is a most cherished privilege and should not be subjected to political pressures of any kind. Even as it is the heads of the provinces and the Governor-General are associated with the Indian Universities in some way or the other. What I do think might be of value is the institution of a permanent Universities Commission different in scope from the Universities Grants Committee, or the Inter Universities Board. It should consist of educationists who should have held a Vice-Chancellorship of one or more Universities for not less than six years and who no longer hold such an appointment. Its functions should among other things be to hold periodical enquiries into the working of the Universities and submit reports for information to the legislatures and the governing bodies of

the Universities concerned. Though recommendatory in character their conclusions would be useful in keeping up the standards, in unification of the objectives and uniforming of approach, in preventing a flagging in their vitality and dynamism and above all maintaining the purity of our University administrations.

The number and the variety of authorities and their respective functions are at present at jig-saw puzzle, so widely do they differ in the various Universities. They are a result of expediency of the moment and have evolved into the position they occupy in the University structures. I should consider them on the whole satisfactory It will have to be admitted that a uniform system cannot and must not be laid down for their appointment, nor the numbers and designations reduced to a standard pattern Most of the authorities like the Pro-Chancellors are ornamental and in places where a Pro-Vice-Chancellor is appointed, it is because the Vice-Chancellor is a public man and a distinguished figure with enormous responsibilities as an individual and he needs able assistance to carry out the routine responsibilities.

The pivotal position that the Vice-Chancellor occupies in the University administration must make it the target of criticism, and the method of his appointment naturally produce the greatest controversy If healthy conventions had grown up in this matter there would have been no difficulty The healthy growth of the Benares Hindu University was only possible by the tradition that was getting formed about its Vice-Chancellorship and the Pro-Vice-Chancellorship but unhappily controversies are raising their head even there. In our teaching Universities of Allahabad and Lucknow the tradition that has been followed so far has varied. While the former has produced distinguished Professors to take over those responsibilities, in the latter after Dr Chakravarti the place has invariably gone to non-academic men. It is growingly felt that a Vice-Chancellorship should be the crowning reward of a long academic life and should not become a subject of mere political loyalties. We need not deny that there are and may be public men whose association with the Universities might prove of considerable advantage but the invitation should be from the Universities rather than a result of their own ambitions. To me it is a matter of great regret that in some cases at least it appears that men holding positions outside the University life, whose association is welcome in other ways have been actually making a cat's paw of the differences that exist among the body of teachers.

It will ultimately resolve itself into a question of the methods that should be permissible in the election of the Vice-Chancellor It begins by packing the electoral bodies with men who are committed to support specified candidates. In an affiliating University like Agra it has the worst possible consequence. So long as there were men of outstanding ability like Lala Dewan Chand and Dr P Basu, an agreement among the larger groups to have only teachers elected could be

carried out. But soon cracks appeared in the solidarity which was being built up and the Vice-Chancellorships and the Deanships became subject to temporary expediency Though there is much that can be said about the Executive Council selecting a panel of names from which the Senate elects the Vice-Chancellor experience has shown that there is a tendency to put up names which are dummy in character I think the power to nominate and elect should be given to the Senates or the Courts of the Universities, and in the case of the affiliating Universities like Agra, they should be asked to nominate a panel of three names by proportional voting, and the final nomination and appointment should rest with the Chancellor

In the case of other authorities the method of election has not caused much difficulty and therefore does not call for any great change. In a system where education cannot be segregated from public life, non-academic factors are bound to play some part. That they have been always undesirable cannot be said. I think in many cases they have been definitely advantageous to the academic life in the Universities in the past. If undesirable elements have also found a place it was what I consider a wrong procedure of election and representation granted to the registered graduates in the Universities. It is there that the real enemy must be sought. The remedy therefore must be in amending the Acts in a way that the graduates from Universities elect their representatives, through an election procedure in which the State assists by making suitable polling arrangements and supervising the casting of votes.

I had recently advocated changes in the constitution of the Court of the Benares Hindu University and had pleaded for a wider representation to the units of the Union by allotting seats to the legislators and administrations of the several units. I think it can be done by having two members of the legislatures and one government nominee in place of the many now redundant constituencies from the States that form the Indian Union I shall further advocate the distribution of the registered graduate seats into a regional division the registered graduates themselves being arranged into regional constituencies on the strength of a certified domicile of three years and votes cast by the registered graduates in accordance with such a classification. This in my view is the only means of keeping the interest of alumni that are spread over all the country in their alma mater and her progress and the most effective means of ensuring an All-India representation and elimination of local cliques which are otherwise disfiguring the university life. Teachers of the University should be given a separate representation but no registered graduate employed as a teacher in the University should be allowed to stand as a candidate from the registered graduates constituency for the Court of the University nor as a member of the Court to the Executive Council. Teachers may only be elected to the Council from the Senate, the composition of which seems to me to be satisfactory I think that the discrimination made in the

iversity Act with respect to the non-eligibility of a non-Hindu to the ourt of the University is sound but I should be willing to amend it to extent that a non-Hindu registered graduate may be elected to the ourt from the registered graduates constituency and a non-Hindu may represent the teachers in the University This seems to be ly fair to those who have passed through the portals of the Univer and there are many such people. But there may not be any such in purely academic bodies like the Senate and the Syndi- —a thing which does not in fact exist in Benares even as it is. I l extend these remarks to cover the cases of any other denomina l institution that might be there in the country and I am convinc d that the existence of a denominational institution by itself is not anta onistic or inconsistent with the ideal of a secular state. I should like retain the item 40 of List 1 (Union List) in the Seventh Schedule of Draft Constitution but would add the four centralised Affiliating Universities which I have suggested in Paragraph 9 and 10 above and eave within the provincial sphere the control and legislation over education and Universities (vide Item 18 of List 11 in Sch. VII of the Draft Constitution)

18. So far as Agra University is concerned I think the composition of all the bodies is greatly subject to criticism. The registered graduates constituency is the source of great corruption where votes are openly bought and sold. I think the best thing would be to allow all graduates, irrespective of the place of their graduation to vote for the candidates who must only be from among those who register themselves as life-members of the University The electoral rolls for such a pur pose can be prepared by the provincial governments, which can help the Universities by conducting their elections at one and the same time. This is the only way in which corruption that is growing can be nipped in the bud. The purity of the University administration demands it. A regional division of seats may not be entirely unwelcome to those who would like the best men to find places in the seats of power There is one other aspect of the composition of the Senates which calls for comments. The members of the Provincial government are ex officio members in all Universities but they have never condescended to appear and influence the decisions and participate in the delibera tions of the Universities. It is necessary that adequate steps are taken either to liquidate these seats or to ensure the attendance of such members or their deputies in the annual meetings of these bodies

19 There is one other change that I would like to see brought about at least in the composition of the Senate of the Agra University The teachers representation in the Senate is inadequate and should be expanded by elimination of the present elections to the Faculties, which under the present arrangements are getting into unmanageable proportions and for many become purely sources of profit The teacher representatives should be elected by a system of proportional representation and the number of teachers that a College should send should be adjusted on a calculation based on the number of periods

assigned to the degree classes in each subject divided by the maximum amount of work admissible under the Statutes to the degree teachers, the minimum representation guaranteed to each College being two seats. That would be the most effective check to the development of cliques and party intrigues which today are very much in evidence. The Academic Council and the Faculties should be formed by assigning the teachers in the Senate ex-officio and only the Faculty allowed the right to co-opt a limited number of experts, not already in the Senate, and preferably not working in the affiliated Colleges. The Faculties should elect the Boards of Studies, the membership of which should be open to those not in the Faculty

20 Nominations to the University bodies should be entirely dispensed with and the academic bodies completely freed from such unacademic trappings. The become back-doors for entry of people who might otherwise find no place. Nominations to represent special interests can only be justified in governing bodies and even there are not entirely necessary If special interests must find protection by representation, they should be given a statutory right exercised through a prescribed democratic process.

21 I have already indicated the need for a change in the methods of election. I feel that the entire procedure beginning from the nomination of candidates to the casting and counting of votes is extermely defective. The rules that are prescribed make them more and more of a farce and by technical justifications allow a considerable amount of manipulation. I think the administrative machinery which will be needed to conduct elections in the Union should be made use of even in the case of University elections so far as may be and reduce the costs that are at present incurred. I do not see why the polling for all University elections from general and even special constituencies, could not be arranged for all Universities at least in one territorial unit, simultaneously

JOAG V K.

2. All types will have scope according to the conditions of the areas where the Universities will be working.

4 Universities, ordinarily should have no territorial jurisdiction, but one and the same College should not be allowed to teach courses of two or more Universities. So the question of any dual control cannot arise.

5 It is not necessary that the President of the Indian Dominion should be the Visitor of the Universities.

7 In a unitary teaching and residential or federal University it is desirable to have a full-time paid Vice-Chancellor but in an affiliating University it is not necessary to have a full-time paid Vice-Chancellor The Vice-Chancellor should be appointed by the Chancellor from a panel of three suggested by the Syndicate or the Executive Council.

9 Yes. In a unitary and residential University the control should absolute.

10 The subject should be in the Concurrent List.

13. The Academic Council appears to be a superfluous body It y records the decisions of Boards of Studies and in fact it cannot do otherwise. *The powers of the Academic Council may well be* transferred to the Faculties. The number of Faculties may be increased so as to make them compact bodies. Each Faculty would have it Boards of Studies for separate branches of study The recommendations of these Boards can be better scrutinized in the Faculty than they are at present in a composite Academic Council.

Elections should be reduced to a minimum and they should be held once in five years.

JUNG ALI YAWAR.

1 & 2. " Best suited to Indian conditions " would be different from " most needed in India " As things go now with the increasing mushroom growth of private Colleges and demand for Collegiate education to large numbers coupled with financial stringency the Affiliating or Federative type of Universities would naturally be the best suited but the ideal University here as elsewhere, would be of the Unitary teaching and residential type. It is in that type of University that corporate, academic life can be best attained and due attention given to the individual and collective welfare, development and extracurricular activities both of the staff and students. It is realised, however *that financial difficulties are in the way It would be desirable* to encourage new Universities now springing up to be of that type, the encouragement to be by way of subsidy from the Union Government for the purpose of buildings (hostels) Lack of close supervision in the case of some affiliating Universities tends to defeat the purpose of Universities.

3 (a) *Affiliating type*—In general, the control and supervision exercised by the Madras University over its affiliated Colleges is the best. There is need, however to tighten up the control and supervision by laying down standards with regard to the following —

(1) Buildings, equipment and staff.

(2) Limitation of numbers having regard to (1)

(3) Pays, conditions of service and qualifications of staff.

(4) Fees.

(5) Extra-curricular activities.

The selection of the Principal should be in consultation with the University and the University should have visitorial powers and should exercise them more often and more strictly

(b) *Unitary Teaching and Residential.*—Complete academic and administrative control.

4 (a) The jurisdiction of a University should not be limited by linguistic considerations.

(b) A University should not have jurisdiction in an area where another University is functioning

5 I think the Governor-General or the President of the Indian Union should be the Visitor of all Universities with power to call for reports and institute enquiries, if and when necessary

6 (i) A copy of the Revised Charter of the Osmania University is enclosed. Considering that this University is entirely financed by the Government of the State, the constitution is in general satisfactory the revised Charter having imported into it a considerable degree of autonomy A greater degree of financial autonomy would serve to avoid delay and unnecessary interference. The problem of autonomy is a difficult problem to solve on account of dependence on Government grants. Governments like donors seem to think that grants entitle them to interfere and it will take long for them to realise that this is a short-sighted policy Much also depends upon the kind of State Government and University Government. In the Osmania University the Government has not so far implemented the block grant principle as the savings of the University still annually lapse to Government while the revenues of the University do not accrue to the University Fund The Financial Adviser being a Finance Department official, is still apt to regard the University as a Government Department and to refer matters to Government rather than the University

(ii) The Head of the Government is ex-officio Chancellor of the Osmania University and that arrangement is working satisfactorily so far The Vice-Chancellor is a whole-time Officer appointed by the Ruler on the recommendation of his Government, the appointment being usually for three years He is eligible for re-appointment for not more than two years. Where the Vice-Chancellor is a whole-time officer there is no need either for a Pro-Chancellor or for a Pro-Vice-Chancellor We have no Treasurer but there is an Accounts Officer in the Accounts Section of the Vice-Chancellor's Office and a Financial Adviser appointed by the Government. There is also a Finance Committee of which the Financial Adviser is an ex-officio member The Registrar is appointed by the University Council I think that in the selection of a Registrar care should be taken to obtain the services of a person who combines knowledge of academic matters with experience of administration A Registrar's office working upto the required standards of efficiency is a great advantage. It is difficult to find suitable persons from among the teaching staff. Recruitment from the Education Department is suggested.

7 (a) This depends upon the type of University For a Unitary teaching and residential University a paid full-time Vice-Chancellor is necessary

(b) No.

(c) No.

(d) The appointment of Vice-Chancellors should not depend upon election. The Elective system imports all the evils of politics, canvassing and intrigue and is not suited to the atmosphere of a University Selection may be by the Government in consultation with the executive body of the University the choice to be generally from among the seniormost members of the University staff (Deans or Principals or Heads of Departments) and the appointment to be for three or five years after which it should be possible for the person to revert to his original post. This would give his other colleagues a chance while bringing the Vice-Chancellor back to his original fold as a teacher It is always desirable that the Vice-Chancellor should continue to be associate with teaching.

8 (a) Personal inspection and the scrutiny of time-tables and reports. It is not possible for the Vice-Chancellor to do this in all cases and the work should be shared by the Deans and Heads of Departments.

(b) There have been very few instances in this University

(c) One member of the staff was suspended and prematurely retired for continuous unpunctuality neglect of duty and rudeness. In some cases warnings have been given. One member of the staff who was suspected of giving hints to his students about the questions to be expected at the examination and who was himself examiner has been deprived of the examinership and of membership of the Board of Moderators.

9 (a) Under the constitution of the Osmania University read together with the Constitutional Rules of the State, sufficient power is given to the University Council and the Vice-Chancellor of disciplinary control over the staff except in the case of persons whose appointment vests in the Ruler the principle being that the appointing authority is also responsible for punishment. In such cases disciplinary action short of dismissal should be within the purview of the executive body of the University

(b) As far as the Osmania University is concerned I would favour a change in the sense indicated in (a) above. Some teachers have a false sense of prestige While deriving all the benefits of Government service and enjoying the same salaries, they dislike the accompanying restraints and such checks as inspection enquiry into work and conduct for purposes of crossing the efficiency bar and adverse reporting. There is need, however for a continuous record being maintained of work and for adverse remarks being shown with a view to improvement.

10. Universities of an all-India character should I think, be declared Central for purposes of legislation and control Other Universities should be in the concurrent list. This would make uniformity possible in essentials throughout India.

11 In the peculiar circumstances of the Osmania University financed as it is only by the Government, the relations existing between the University and Government are based on right lines except that, as suggested above, a greater degree of financial autonomy would be desirable. Much depends upon the kind of Government which is in power and the personality of the Chancellor The present Chancellor (the Military Governor) has always acted constitutionally and supported University autonomy Recently when the Education Ministry under pressure of students agitation issued a supplementary list of H. S. C. results (passing some two hundred students previously declared to have failed) the Vice-Chancellor was able to resist admission of those students and to make it subject to their passing an Entrance examination of the University In general the autonomy of the University requires being strengthened by (a) a change-over from the Financial Adviser to a Treasurer the powers of the Finance Department to go to the Finance Committee of the University (b) the organization of a separate University Service and (c) all appointments being made to vest in the University Council except of the Vice-Chancellor but even in the case of the Vice-Chancellor a panel of names should be suggested by the University Council.

12 & 13 Subject to the above, the constitution, functions and powers of the bodies in question require little change except that it would be an advantage to have smaller Senates and Academic Councils. The present large numbers are not conducive to the transaction of business and the bodies being unwieldly there is a tendency to avoid them. With regard to Boards of health, discipline and residence, there is a tendency to put rather a narrow interpretation on their duties, whereas all welfare activities should be included. We have no Muslim Advisory Board. On Boards of Studies and the Examinations Committee it would be desirable to have some members from other Universities in order to import uniformity of standards and fresh ideas.

14. (a) Yes, and as little as possible of Elections.

(b) Yes.

15 No

16. Not directly

17 It is not necessary but advisable as it creates a batch of public men acquainted with the point of view of the University (Other non-academic bodies—No)

18. I would prefer to do away with election even in the case of representation of different categories of teachers for purposes of the Senate and Academic Council who could be nominated by rotation

19 The question does not arise so far as the Osmania University is concerned.

The Vice-Chancellor is a whole-time officer appointed by the Government on the recommendation of the Executive Council.

It would be desirable to appoint a Vice-Chancellor from among the Deans of Faculties and make it a tenure appointment, after which he should revert to his teaching post. If we say that the tenure is for 3 years, and that if his work is satisfactory he should be eligible for re-appointment, but only for 2 years more, after which he should revert to his teaching post, it would be good.

In Indian conditions, it would be better to give a chance to every senior man in the University and create a feeling that the Vice-Chancellor is one among equals and would revert to his teaching post after serving for a tenure period.

In making the appointment, Government should consult the University Council the University Council should make its recommendations, those recommendations should be accepted by the Ruler and the person should be appointed from among the Deans.

As far as possible it is desirable to have teaching, unitary and residential University Actually the affiliating type is the one more suited to our conditions, though not the ideal one. In some respects the supervision exercised by the University over affiliated colleges is defective.

KABIR, HUMAYUN.

I strongly hold that nobody should be a Vice-Chancellor who has not been actively engaged in teaching for at least 10 years. I would suggest that he should be either a University Professor of five years standing or a head of a first grade College for five years or a teacher in a University for at least 10 years. He must have adequate teaching experience. Some administrative experience would be a very desirable additional qualification.

I also feel that the term of the Vice-Chancellor should not be less than five years and perhaps not more than seven years, but that in no case should a Vice-Chancellor be eligible for re-election. My feeling is that the possibility of re-election at times tends to make the Vice-Chancellor less independent in his attitude than would be the case if he knew that he has a sufficient period to work out his ideas but can in no circumstances be elected to a second term. This would to a large extent free him from the necessity of trying to placate any group that may develop in a University Court or Senate.

KANE, MAHAMAHOPADHYAYA, DR. P V

(2) The best type of University suited to Indian conditions for the next ten or twenty years would be a University that is of an affiliating as well as of a teaching type. The University will have jurisdiction over a large area, that is, over at least a part of each of the Presidencies

and therefore it cannot be a purely unitary teaching and residential University Besides, a purely unitary teaching and residential University is a very costly affair and I am afraid that in the next few years to come neither the Central Government nor the Provincial Governments will be in a position to set apart funds for creating several unitary teaching and residential Universities. Nor does it seem very likely that several unitary teaching and residential universities can be started by the efforts of private persons or corporations howsoever rich they may be.

(3) (a) So far as the affiliated Colleges are concerned, the affiliating University will exercise close supervision over the appointment of college teachers, over the qualifications demanded from those who are to be appointed to these posts and also as regards the grades of pay and the security of tenure, the amount of work, the number of students in each class, the library hostel accommodation sports starting of debating clubs and co-operative societies for the benefit of the student population.

(b) As regards unitary and residential types of Universities, I would suggest that whenever they come into existence, there should be a Commission of independent experts appointed once in five or seven years to go into all questions connected with the teaching in such Universities and the conditions of teachers and the taught, research and other work accompanied and for suggesting improvements. I am not very much in favour of the federative types of Universities which I think are in several respects smaller Universities and are merely affiliating and the same remarks may be applied to them that I have made as regards the affiliating type of Universities.

As regards a University which is both affiliating and teaching the teaching will be directly under the control of the University authorities.

4 (a) I consider that the jurisdiction of a University should be limited either by territorial considerations or by linguistic considerations. For example, a University like that of Poona or a University in Karnatak would be based on both territorial and linguistic considerations. But if and when in the Bombay Province three Universities begin to function viz., Poona, Karnatak and Gujarat, Bombay University will have its jurisdiction limited on a territorial basis, that is over the City of Bombay and what will be called Greater Bombay

(b) I am, however of the opinion that a University may have a restricted power to exercise jurisdiction over areas where other Universities are functioning in case those Universities restrict themselves to certain Faculties of study only and do not provide for all the different Faculties of Arts, Law Science, Technology Medicine Commerce, etc.

5 I do not consider that it is desirable in the interest of co-ordina- of higher education that the President of the Union of India should ve the power to call for reports from all the Universities in the Inion and to institute inquiries and appoint Commissions to enquire the affairs of the Universities of the Indian Union if and when he - it necessary

6. (i) I am not generally satisfied with the arrangements of the ...ing constitution governing the appointment, functions and powers the various authorities in the Bombay University

(ii) I would suggest certain improvements in the following

—

(b) Under the present Bombay University Act, the Vice-Chancel- has very limited powers. More or less he is the Chairman of a ...ating club and presides over the Senate, the Syndicate and the Academic Council Under Statute 100 of the Bombay University Act he has only certain powers whenever an emergency arises which are very restricted, but his action is liable to question by the Syndicate and the Senate if they think fit.

In my opinion, the Vice-Chancellor must have greater powers in certain matters, viz. he must have the right to nominate at least one member on any Board of Studies which in his opinion is not quite up to the mark as regards the subjects for which it is chosen. The reason is that the Boards of Studies are constituted by persons who are members of several Faculties. These Faculties again are constituted by the Fellows most of whom are elected and by certain co-opted members who shall not exceed half the number of Fellows assigned to that Faculty The result is that oftentimes persons of mediocre ability in the respective subjects become members of the Boards of Studies and the most distinguished scholars find no place whatever on the Boards of Studies. The Boards of Studies have to perform very important functions, viz., they prescribe and recommend books for each subject and also they frame syllabuses and they are the persons who prepare the panels of persons from which examiners are to be appointed for the several examinations of the University So the Boards of Studies are the most important authorities in the University and the Vice-Chancellor must have power whenever he thinks that a particular Board is not up to the mark, to appoint one or more persons on it in order to lend to that Board the great weight of the authority of renowned scholars.

Moreover it often happens that when disciplinary action is to be taken against a person for malpractices at an examination or in any other matter the Syndicate by a mere majority often either condones the malpractices or arrives at a conclusion which does not appear to be reasonable to the Vice-Chancellor But in such cases the Vice-Chancellor has only to register the opinion of the majority and become an unwilling party to the procedure which is most disliked by him. In such circumstances, particularly when disciplinary action is to be taken,

the Vice-Chancellor must have the power to veto the resolution of the Syndicate arrived at by a majority If the Vice-Chancellor is clothed with such authority I put forward another suggestion. I suggest that the person who is punished by the Vice-Chancellor's action may have a right to appeal to the Chancellor but subject to the result of such appeal, his decision shall be final.

(iii) I don't think that the post of Pro-Chancellor is necessary

7 (a) In view of the heavy work involved in the duties of the Vice-Chancellor I am of the opinion that hereafter there should be a paid Vice-Chancellor and not an honorary one

(b) I think that a uniform system should be introduced in all Universities as regards Vice-Chancellors.

(c) I have no experience of the system of paid Vice-Chancellors. So I am not in a position to say anything about it.

As regards honorary part-time or paid Vice-Chancellors also I have not much experience and what I have written relates to the period of 1913 to 1928 when I was a member But I think even then the work of the University was not very heavy Still I can say from my experience that the tendency was to furnish the work as quickly as possible in order that the honorary Vice-Chancellor may have sufficient time for his other activities.

(d) In my opinion the Vice-Chancellor should not be merely a nominee of the Chancellor but he should be selected from a panel prepared by the Senate of 3 men who are distinguished either for their service to the University or for their literary attainments. The Vice Chancellor should be appointed for a minimum period of at least three years, preferably for a period of five years and he should receive a salary of not less than Rs 2,000 per month considering what is paid to certain Vice-Chancellors in some Universities and considering the high cost of living now-a-days.

8 (a) A part-time Vice-Chancellor has hardly any means to satisfy himself that the Heads of Departments and the teachers of the University attend their offices regularly or for a certain period or take their classes regularly and punctually As regards officers on the administrative side of the University he is in a position to some extent, to look into this matter but even there it is often difficult for him to be always present to see when the members of the staff come and go.

9 (a) I think that the Vice-Chancellor's control over the teaching staff of the University should be greatly increased. If the Vice Chancellor who should be armed with disciplinary powers finds that any member of the staff is irregular or negligent about his duties in spite of warnings given, he should be enabled to recommend the offending member of the staff for strong measures by the Syndicate and the Senate.

(b) The University Act should provide for the exercise of the disciplinary control referred to above to be exercised by the Vice-Chancellor over the members of the staff.

10 (c) In my opinion University education should be put in the Concurrent List of the Draft Constitution of India.

11 No

Every draft of any Bill affecting the University in any way should be first sent to the University for opinion and its opinion should always be taken before any Bill is placed before the Legislative Council. The University should also be called upon by Government to wait in deputation if it is a whole Bill or a portion of the Bill. Recently the Government of Bombay passed an Act taking away from the Bombay University its right of holding the Matriculation Examination which it had enjoyed for an unbroken period of 90 years. The Government only sent four copies of the Draft Bill without calling upon the University to express its opinion on the Bill sent to the University The Syndicate of the University and the Senate themselves waited upon the Premier by means of deputation consisting of the Vice-Chancellor and some senior members of the Senate and the Syndicate and placed their views very strongly before the Premier To their regret, however they found that only some of the recommendations made by the deputation were accepted by the Government and some of the most important ones were negatived in the Act that was passed. It is my firm opinion that this should never happen. Nobody denies the right of Government to pass legislation for the purpose of education in general and University education in particular but the Government having by an Act created a University of more or less democratic character and having assigned to it the function of catering for higher education in the Province should not be allowed to make sudden and sweeping changes in the Act governing the incorporation of the University Ordinarily the views unanimously expressed by the Syndicate and the Senate or by two-thirds majority of those present voting in these bodies should not be set aside by the Legislature which, though in theory competent to deal with any matter could not be supposed to be as competent as a body of expert educationists such the Syndicate and the Senate.

12. (i) Under Section 18 (a) and (b) the Senate has a very restricted power viz., it can either accept, reject or refer back to the Syndicate any draft Statutes submitted by the Syndicate or Ordinances made by the Syndicate and Regulations passed by the Academic Council. In my opinion this is an undue restriction placed on the powers of the Senate which under Section 18 (1) of the Act, is the supreme governing body of the University The Senate must have the power of even amending or at least suggesting amendments to Statutes Ordinances and Regulations within certain limits which may be defined when such powers are conferred on the Senate by the Act.

(ii) Section 20 of the Bombay University Act deals with the constitution of the Syndicate of the University in which the executive powers of the University are vested. According to that constitution,

the Vice-Chancellor and the Director of Public Instruction are there as members and 7 persons are elected by the Academic Council in different ways and 9 persons are to be elected by the Senate from among the Fellows who are neither Principals, University Professors University Teachers, nor Headmasters. This provision unfortunately reduces itself to this that the persons who are not actually following the profession of education are in a majority because the Vice-Chancellor is generally not one of the persons who is actually connected with the teaching profession. Therefore in my opinion the members of the Syndicate to be elected by the Senate from among the those Fellows who are not directly connected with University work of College teaching should be reduced from 9 to some reasonable figure such as 5 or 6

(iii) (iv) (v) & (vi) Under the Bombay University Act we have no such special committees as are referred to in these sub-heads.

14 (a) In my opinion, the Vice-Chancellor should have power to nominate one or more members as may be defined by the Act governing Universities, to the Academic Council, to the Board of Postgraduate Studies and to the Boards of Studies.

(b) I don't think that the nominations to the bodies mentioned above in the reply to 14(a) should be made by the Governor of the Province

15. No.

16 Yes.

17 In my opinion the representation now accorded under the Bombay University Act to Local and Municipal Bodies is entirely unnecessary I think that it may be advisable to give some representation to learned bodies like the Royal Asiatic Society or the Cama Oriental Research Institute or the Bhandarkar Oriental Research Institute, Poona, i.e. the power to send one or two representatives to the Senate.

18 In my opinion the system of election has not worked satisfactorily There are two reason for this. Election by proportional representation should go because it tends more to create parties than any other method of election does, and secondly there should be no yearly election to the Senate. Once the Senate has been formed it should go on for five years and election should take place only for those who either resign or die or become incompetent to be members due to bodily defects, etc. In the case of either Registered Graduates Constituency or the Principals and Teachers Constituency it often appears to an outsider that Professors and teachers seem in their leisure hours doing nothing but trying to get themselves elected or trying to help their colleagues in being elected. This must be stopped in order to induce Professors to devote all their time to educational work and not to electioneering tactics.

Oral Evidence.

Control of affiliated Colleges.

As regards the question of affiliation, it ultimately rests with the Chancellor and that means the Government. There are cases, particularly with regard to medical colleges, where the classes were upgraded the academic council the syndicate and the Senate, all three of them agreed that affiliation should not be granted unless certain conditions were fulfilled Those conditions were never fulfilled. The usual practice is to lay down a certain date by which those conditions should have been fulfilled. A report was made to Government that these conditions were not fulfilled, but in spite of that, these Colleges have been affiliated by Government simply because they were Government Colleges. The University's wishes were set aside. This has happened on more than one occasion.

Recently we objected to a particular teacher being taken on the Government Medical College, but our objection was not heeded.

When there is a conflict between the Government and the University Government always has the final voice.

If we take the Colleges under our control we can see to it that properly qualified men are appointed and we can enforce some standard of instruction instead of leaving it to the Governing Bodies. Now there are great disparities between Colleges and Colleges as regards teaching staff The University must have a large say in the matter of appointments. At present the Governing Bodies take anyone they like.

Unitary teaching is a costly affair though it is best suited for University education. The Affiliating University should exercise close supervision in the appointment of teachers, their qualification, security of service, library hostels, etc.

Syndicate

The constitution of the Syndicate is defective. According to rules, half of the numbers are non-academic persons. By sheer voting strength they decide the policy

The non-academic interests are more or less commercial and they are not interested in the promotion of education as such.

The Syndicate deals with the day to day administration and is next to the Senate. The Senate meets only four of five times, a year So the Syndicate should be predominated by academic people.

Powers of Vice-Chancellor

The Vice-Chancellor should have certain powers when he feels dissatisfied that a particular Board of Studies has not a sufficient number of experts. The Vice-Chancellor should have the power of nominating a member to the Board of Studies. People who are not specialists manage to get into the Boards of Studies and really deserving people are left out. For example some people who have merely taken Sanskrit for their B.A. were on the Board. One of them was the

chairman of the Board. I was always available in the City but I could not find a place in the Board of Studies for Sanskrit. The present constitution does not secure representation on the Board of real experts. I am connected with Marathi, Sanskrit and English, and I find that these Boards of Studies are not satisfactory

When a person is found indulging in mal-practices at an examination, the Syndicate by a majority may either condone the offence or arrive at a conclusion which does not appear reasonable to the Vice Chancellor In such cases the Vice-Chancellor can only register the opinion of the majority and become an unwilling party to the procedure. The only other course is to resign.

The work of the University was grown so much that there must be someone who is directly responsible for the future shaping of the University A whole-time Vice-Chancellor can devote his time and attention to it.

State and University

University education should be put on the concurrent list of the draft Constitution The Provincial Government should not summarily take away our freedom for holding examinations. The Government have now taken away the matriculation examination from us without giving us any chance to represent our viewpoint. They prepared the bill, sent it to the Select Committee and then sent us copies. When I approached the Premier with our proposals, he accepted some of them but the principal suggestion about holding examination was not accepted We cannot hold matriculation examination now We have to select boys from their list.

KARIAPPA, S.

3 There must be full freedom The supervision should be of a general type for often strict supervision interferes even with the well thought-out work

4 (a) Better if linguistic considerations govern the universities.

(b) A university can by all means have jurisdiction in an area where there is another university provided it has faculties different from those of the other

5 But I fear that will affect the freedom of the university The Governor-General or the President should have power only to institute commission as in England.

6. (i) & (ii) I am certainly satisfied with the existing constitution etc.

(iii) That is a post of honour In some cases it is better to retain.

7 (a) I always favour a paid full-time Vice-Chancellor

(b) Uniform system for all Universities is good.

(d) Persons of great merit and scholarship should be invited to occupy the position for a stipulated period

8 (a) He must trust the Principal in charge of the institution. He need not make any conscious affect in respect of attendance, duties, etc. of the Heads of the Departments and the Deans of Faculties.

9 (a) & (b) No

10. (a) (b) & (c) No

11 The central and provincial Governments should not have any control beyond instituting commissions for suggesting reforms. The universities must have full freedom so far as academic matters are concerned.

12. Executive Council

Deans of Faculties should not have their representatives on this body The Heads of institutions may be on the Council.

14. (a) Nominations to academic bodies are necessary

(b) They should be made by the Chancellor on the recommendations of the Vice-Chancellor

15 There should be no question of any community but the interest one evinces must be the criterion for putting one on any such bodies.

16. The power of professors is the ability and the grip and the command on their respective subjects. If they possess this, no other power is required for the conduct of university affairs.

17 Representation to Legislatures and Chambers of Commerce is quite necessary But representation to Local Bodies should be given up. Fresh representation to the associations of business magnates and leading industrialists should be given as their co-operation in giving practical training to students is quite necessary

18 The system of election has satisfactorily worked. So there is no need for modification.

Oral Evidence.

I am of opinion that the Universities should neither be under the control of provincial or central government. Universities must have good freedom. The Government should supply the funds and should not interfere with the University in anything more than that. So it is immaterial whether it is on the concurrent basis or provincial basis.

KARVE, D G

2. Conditions in India vary so widely that each one of these types must be considered to be appropriate in its context. In areas where no single centre of higher learning is so far developed as to constitute a University by itself but possesses a number of incompletely developed Colleges an affiliating type is most suitable.

At the same time some places which start as centres possessing a group of affiliated Colleges develop a homogeneity and a high appreciation of improving academic values. Such places are best treated as centres of unitary and teaching Universities, providing residential facilities for as many of their students as possible. Any mixing up of patterns should be scrupulously avoided.

3 In the unitary type Colleges and units, if any are properly treated as an integral part of the University and their entire administration is directly vested in the executive authority of the University For the affiliating type the Bombay University Act provides for a satisfactory measure and manner of control. Affiliation, periodical inspections, subjecting all appointments to University sanction scrutiny of methods of instruction are an properly provided. For the federal type the model set up by the newly started Poona University should serve best. The constituent Colleges are well and equally represented on University bodies along with staff directly appointed by the University

4 Principally the jurisdiction should be territorial. After the introduction of regional languages as medium of instruction individual Colleges teaching through a medium not adopted by the university of the region may be permitted to be affiliated to a University outside the region using that medium. This would, however be exceptional and on a reciprocal basis.

5 Recent experience has shown that these Heads do not distinguish between their purely University officer status and that of the constitutional head of the political administration. This results in letting in routine departmental interference in the admission of the University Such coordination as is needed should be supplied by an Inter-University Board attached but not being part of the Central Department of Education

6 Improvements with regard to University authorities.—

(a) For reasons mentioned above the practice of appointing political heads as Chancellors should be discontinued The Courts and Senates should elect their own Chancellor from a panel prepared by the Executive Council or the Syndicate.

(b) The Vice-Chancellor should also be elected as above.

(c) I do not consider this functionary to be necessary Where provided he should be elected as above.

(d) Treasurer's post is also unnecessary and

(e) The Registrar appointed by the Executive Council should be both the chief executive officer and treasurer of the University

7 For the affiliating and federal types paid Vice-Chancellors are not only unnecessary but unsuitable, as they are likely to prove meddlesome in a manner unsuited to the type. In a unitary University the Vice-Chancellor will be a full time functioning authority and therefore he should be a paid functionary

10 For Universities having jurisdiction within a province the provincial legislature should be the normal authority For universities having inter provincial jurisdiction the central legislature should legislate. Apart, however from powers of legislation higher education should be considered a legitimate interest of the central government in the education and scientific departments.

17 Representations on its general body must be ensured to sections of the community whose experience and co-operation are essential for the success of University organization. In view of the growing importance of social studies in Universities representations to labour organizations such as that granted in the Poona University Act seems to be necessary In view of the fact that the end examination of the Secondary School stage is now entrusted to a separate corporation in almost all provinces there is no need to give representation in the university court to school teachers as is done in the Poona University Act.

18 There are too many elections and they are too unwieldly While elections cannot be avoided an attempt must be made to keep them at a minimum level by introducing the ex-officio principle, by making electorates small, by introducing the system of panels and by introducing the principle of proportional representation where it does not exist at present.

KEDAR, DR. T J

Oral Evidence

Regarding election of Vice-Chancellor in Nagpur University it is the University Court that makes nominations. After all you cannot reduce the elections to the university to the level of elections to the Nagar Congress Committees or Provincial Congress Committee.

You have to put up with the evil of election to a certain extent. The panel has to be given by the University Court and accepted by the Chancellor I would prefer this to be done by the University Court than by the Executive Council We cannot be free from cliques. But there will be larger cliques in the University Court than in the Executive Council. I would prefer larger cliques to smaller cliques because I hope they will cancel each other

My idea is that we should not get rid of election altogether I will agree so far that, if you want to have a paid Vice-Chancellor let him not be elected in the sense in which the present Vice-Chancellors are elected. The Court should be asked to put up a panel but then

I insist upon the Chancellor being elected. By all the registered graduates of the University Let the Chancellor be elected and let his powers be widened. Of course, you may put in conditions that his action, in case of interference in certain matters, should be subject to ratification by the Court.

The tenure of full time paid Vice-Chancellor should be five years so that he can show himself. Probably the system of rotation might work better

I insist upon full autonomy of the university I do not want any governmental interference here. At present there is a sort of dualism. We have the Government colleges. Now these colleges ought to be handed over to the University with all their finances.

Government Colleges should be handed over to the University otherwise what happens is this. The private colleges are mostly fee earning institutions. A few enthusiastic M.As. collect together and they start an institution, collect some funds and some how the university grants them recognition. Each one of them gets Rs. 100 or so. That is the position of these private colleges. The best thing will be to have the whole university influence brought to bear upon all the colleges. These people in the Government colleges are a sort of defiant people. The poor professors of the private colleges are always subservient because they know their existence depends on the good will of the university There is also an unhealthy rivalry between the private colleges and the university colleges.

We are a secular State. Why should there be denominational institutions ? Why should there be the Muslim Advisory Board. It is not necessary now In our days when we were studying in primary and secondary schools, there were Muslim students who used to study Marathi books and got more marks than some of us. Many of the Muslim students used to take Sanskrit.

I think there should be no objection about one university having jurisdiction over colleges affiliated to an university in another Province.

Why should be college in the jurisdiction of Saugor University not be affiliated to the Nagpur University or vice versa ?

KELLOCH, REV JAMES.

18 I think the system of election has worked most unsatisfactorily

It has excluded from participation in university affairs many of the persons best fitted by attainments and by experience for such a function. It has led to canvassing, party-making and a spirit of faction which are harmful to true educational interests and out of keeping with the purposes of a university It is very desirable therefore to eliminate competitive elections to the academic bodies, i.e. the Academic Council the Faculties and Boards of Studies.

KHADYE K. M.

The Vice-Chancellor should be nominated by the Chancellor from a panel of persons recommended by the Senate.

I would like to have a permanent paid Vice-Chancellor He should be appointed for a period of 3 to 5 years and should be eligible for re-election for two terms if the term of service is limited to 3 years.

I should like a full-time paid Vice-Chancellor He should be an academic man of long standing.

I should also like to have more teaching Universities.

KINI, DR. K. N

2. Just at present we want all the three types of universities —

Affiliating (b) Unitary and (c) Federation

As we have very few universities and a large number of colleges distributed over vast territory affiliating universities will have to continue for some time. But we should try to increase the unitary and teaching type where the university staff will mostly teach, the teachers and students being in residence. I advocate the establishment of this type in a larger measure, so that the students and teachers may come into greater contact and each individual may enrich his personality moral, intellectual, social and physical.

I would like rich Municipalities to establish Municipal Universities where students will have courses useful for Municipal experts and technical such as city road making, building trades, sanitary fittings, Municipal hygiene and sanitation, water supply and distribution, etc. As industrialization of the country advances cities will increase in extent and numbers and specialists will be required to work out the problems. Practical work will be done in the respective departments of the Municipalities. The Management will be by a Board, majority of whose members will be elected by the Municipal Members.

In Municipalities like Bombay and Ahmedabad and possibly Coimbatore where there are specialised industries, like textiles, the Municipal universities could have colleges of textile technology to train workers, foremen and Textile Engineers and Designers and Textile Machinery We shall have to produce our own machines in India and designing and manufacturing will require hundreds of top-service men. I enclose herein an article on the subject which I have contributed to some journals very recently

For the villages there should be Rural Universities in which even aged persons can study

The Rural Universities should provide education in Agriculture, Fruit Culture, Sericulture, Cattle farming, Poultry keeping, Bee-keeping, Fishing Khadder Production, Rural Sanitation, Rural Electricity Rural Roads Construction, Rural Domestic Science, Rural Pottery Rural Economics, Rural Social Science Rural Planning, Rural Commerce, Rural Banking, etc.

If these things are taught scientifically in the villages of India, the very features of village life will undergo a change and it will not be necessary for the villages to look to the cities for guidance but on the other hand the city folk will have to look up to the villages.

Both the Municipal and Rural Universities that I propose should be unitary and teaching.

(c) Federative Type should confine itself to Research Institutes of Physics, Chemistry Glass-technology Electro-chemistry leather manufacture, etc. which the Central Government have been establishing. The medium of instruction here may be English to begin with but should be Federal language ultimately Each Institute should be a University and research degrees should be awarded by each. The minimum qualification for admission should be a Honours degree of other Universities in India. The Indian Institute of Science at Bangalore should also align itself with these.

3 (a) In the affiliating type the supervision of colleges should be conducted by Inspectors appointed by the University Every college should be inspected once in two years. The inspectors should be very eminent men who are noted for their ability impartiality and scholarship or research. The control will be also partly through the reports of the Inspectors and partly through annual returns. Every ten years each university should appoint a commission of five or more eminent persons who should review the working of the University and its colleges and suggest reforms. This requirement should be incorporated in the Act itself.

(b) In the University of a residential type, the Vice-Chancellor should visit the constituent colleges twice a year and meet the university teachers and see how far the standards are maintained. The Control will be effective to the extent the teachers maintained are paid adequately and a high sense of duty is engendered in them by the personality of the Vice-Chancellor and the members of the syndicate. If university teachers are properly selected on account of their ability scholarship extra mural activities, and research qualities there will always be an inner urge in them to give their best to the country If proper men are not selected, there will not be that inner urge in them and the work they do will be third rate and forced. Work to be effective and useful to humanity should be natural spontaneous and vivacious. Mahatma Gandhi s preachings and Sir C. V Raman s researches are of this time. That is why they carry thousands with them in their sojourns. Valmiki and Vyasa wrote the epics on account of their inner urge and therefore their works have become immortal. Their ashrams were true universities.

4 (a) Affiliating and Unitary types should be limited by territorial and linguistic considerations. Unitary type should not extend its jurisdiction beyond the city or town in which it is situated though for purposes and practical work in workshops and engineering projects, they may send their students outside.

Affiliating type should be more strictly limited to territorial jurisdiction. In billingual areas, the jurisdiction should be of that university which teaches in the language of the majority

(b) I shall have no objection to allowing rural universities and municipal universities functioning in the areas of the affiliating universities. The latter should not institute in the regions of the former two, those courses which those two universities will have. The restrictions should be placed on the affiliating universities. Similarly the present affiliating and unitary universities should have no overlapping in their jurisdictions.

(5) I am not in favour of the President of the Union being the visitor of all Indian Universities but he should be the visitor of the Federal Institutions.

In the name of co-ordination, sameness is being fostered in our country I would like to have variety Each University should develop according to its own genius, governed by the needs and aspirations of the regional population. Courses in the future Universities of the Western regions of Rajputana should be those which are valuable and immediately useful to the people of the desert. For example, agriculture in these regions is totally different from that in the Gangetic plains. To have the same subjects and to adopt the same type of teaching and practical work in the two regions would be ridiculous in the extreme. Similarly in Civil Engineering. The problems of road making and bridge building in the desert are totally different from those in the plains or the western ghats. Identical courses should be eschewed out in our universities. For purposes of equivalence, equality of intellectual effort needed in the courses should be taken into consideration.

6 (i) & (ii) I would like to have a simpler constitution for the Universities. In Universities of Rajputana, there may be need for a Pro-Chancellor because of the peculiar conditions of so many units here which have to be represented in the administration but in other universities, there is no need for this post. Instead of a " Treasurer an accountant should be sufficient. The Registrar should function as a Treasurer also.

The Chancellor is given the power to cause an inspection to be made in most universities. I would like that the Act of each University should contain a proviso to have periodical commission to be appointed by the Syndicate regularly once in five years to examine the working of the University and suggesting reforms. If this is not done, the universities get stereotyped and will not move with the times.

7 (a) Paid full-time Vice-Chancellors are most essential.

(b) There should not be a uniform system for all universities. Unitary and teaching universities may have a simpler system.

(c) If really competent scholars of eminence are appointed there will be no such fear The trouble arises only if mediocres are appointed. Where third rate men have been appointed, there have been complaints that non-academic factors have been brought into university administration.

(d) The Vice-Chancellor should be elected by the Senate from a panel of three persons nominated by the Syndicate. His appointment *needs to be approved by the Chancellor He should hold office for three* years only He may stand for re-election.

He should have benefit of provident fund. He should contribute five per cent. of his pay and the university should contribute an equal amount.

It is most essential that the Vice-Chancellor should be a person of great eminence in the educational world, otherwise he will not command the respect of the university teachers and the public.

8 (a) It is very necessary that the Vice-Chancellors should personally satisfy themselves that the Deans, etc. attend their offices take their classes and perform their duties regularly and punctually

KRISHNAN DR. B T

Under the present Indian conditions only the affiliating types of Universities would be suitable, as at no single place in India are all types of colleges concentrated.

6 (i) The existing constitution of the Mysore University can be improved and made more autonomous. The ruler of the State could continue to be the Chancellor The Vice-Chancellor should be nominated by the Chancellor out of 3 officers with *Educational Experience* elected by the Members of the Senate. There is no need for Pro-Chancellor The Registrar should be one who has had administrative experience in educational institutions.

Oral Evidence

KRISHNAN DR. V S.

The Andhra University has always taken the view that control over the affiliated colleges can be exercised better if the University has some representatives on the Governing Bodies of those affiliated Colleges and we have requested Government to distribute the grants through the University but the Government was not agreeable to it. The University is in a better position to allocate the grants to the different colleges, as it knows the needs of the different colleges.

According to the Statutes relating to affiliation, the Colleges should satisfy the University with regard to their Governing Bodies. That is a condition of affiliation. Under that we have been seeing that every interest gets proper representation. But we have not insisted on the University having a representative there. It can do it as a condition of affiliation. I think under the present statutes it is not possible,

but the Senate can amend the Statute. I would like to have a similar type of Managing Committee for Government, Missionary and other private institutions.

According to the existing Act we cannot interfere with the Government Colleges.

We sent a scheme to Government for having a common administration but the Government did not receive it favourably They want to keep the control of Government Colleges to themselves.

The Inter University Board has not done any useful work so far

Oral Evidence

KRISHNAMURTI, R.

The Pachaiyappa s College is managed by a Board of Trustees. It administers not only educational institutions but also some charitable institutions. On it representation is given to the Members of the Senate, Madras Corporation, and the old Graduates and 3 places are reserved for co-option. The Principal is not a member of the Trust Board, but there is a separate committee called the Education Committee of which the Principal is ex-officio a member That looks after the college.

KUMAR, B. R.

5 In my opinion Higher education ought to be a Central subject.

6 (ii) Politicians and fortune hunters ought to be excluded from the office by (a) fixing the salary low (b) fixing high academic and scholarly qualifications for the office and confining it to the educationists only

Oral Evidence

KUNZRU DR. HRIDAYA NATH.

The United Province is too large to be under the control of a single affiliating University I do not think that we can do away with a University like Agra University We cannot have one type of university throughout this country We must have different types to suit different conditions. One affiliating University for compact Province I think would be unmanageable and therefore impossible. In U.P I would suggest that there should be a University of Agra, a university at Kanpur and a university for the eastern districts. It may be that Agra can be developed into a federal type of university or certain colleges may be raised to the status of University Colleges as was contemplated by the Sadler Commission. It may be possible in Kanpur when the standard of instruction is raised and post-graduate and research work is carried on that a federal university may be established. In that case you will have to think of some other examining university In any case it is not desirable that one single university should have the right to affiliate an indefinite number of colleges. I do not think that the Agra University which has the right to affiliated colleges affiliated any where outside the limits of the cities of Allahabad and Lucknow has been a gainer I am afraid that the standard, management and discipline has been affected by a large expansion in the number of colleges

affiliated to the Agra University I think the University will gain both educationally and administratively if the area within which it should function is reduced.

The practice in Lucknow has been for the Executive Council to recommend unanimously one person to the Chancellor But in the *Allahabad University 3 names have to be recommended by the Court.*

Appointment of Vice-Chancellor

There are several considerations involved in this matter The most important thing to be considered is the position of a Vice-Chancellor who has to be dependent on the votes of a large number of University teachers for his election. I think the experience of the last few years has shown that elections have on the whole lowered the efficiency of the Universities. It is very difficult to propose any solution that would do away with all the difficulties that have come to our notice. But broadly speaking, I think that if a Vice-Chancellor were elected for 4 years and was not allowed to seek re-election without a break, his independence would not be affected. If it is possible to think of an expert committee to recommend two three names to the *Executive Council this expedient should be* adopted. But I think it is desirable that a Vice-Chancellor should not be allowed to seek re-election as a matter of course. And I also think that a man who is elected Vice-Chancellor should resign any teaching post that he may be holding in the university before taking up his duties as a Vice-Chancellor But this relates to the teaching univer sities.

I can recommend no solution that is absolutely satisfactory But my object in mentioning this suggestion was that we should have an experienced man as a Vice-Chancellor and that there should be no scramble between a number of persons for the highest and most honor able post in the university That was the object of the suggestion and perhaps it may be possible to allow a Professor to become a Vice-Chancellor and then to resume his Professorial duties after he gives us his Vice-Chancellorship. I can see no insuperable objection to it.

Another reason why I suggested that a man on being elected as a Vice-Chancellor should resign his teaching post in the University was that he should not be in a position to maintain a sort of party with a view to seeking re-election afterwards. That was another reason. The objection to it, however is that a man of high attainments and strong intellectual interests would thereby be debarred from taking any part in teaching work and that that would be a loss to the University

In affiliating Universities Vice-Chancellor *may be part-time hono*rary and each principal by rotation for two years. The Vice-Chancellor of the Agra University is an honorary officer Provided that the number of colleges is not too large, I would limit it to the principals of the Colleges. But this should not apply to principals of all colleges. If there is a *college teaching only up to the Degree Course* and *it has*

in existence for a short time only I do not think that the Head such an institution would be in a position to command the confidence his colleagues unless he has the gift of building up a party to support I should think, therefore, *that rotation should be confined to the* nals of Colleges doing Post-Graduate work. In this case it may said that then there will be a rush from affiliated colleges to get in for gnition as a Post-Graduate institution. In reply all I can say is it we have no machinery to make Universities run efficiently The of the Governing Body must have character

Oral Evidence.

n P M.

in Type of Universities

There should be at least one university for a region. The ideal ld be one teaching university for every region. As the country is ry vast, it is not possible in the beginning to have one like that. So may have combination of teaching and affiliating universities. Our t ate aim should be to have only teaching universities when all the s develop to that extent. Any college which wants to affiliate to university should be allowed to do so.

ion of Universities

Coming to the question of the constitution of universities, I feel today *there is a tendency to bring in non-academic element into the* university I must say that this is due to the fact that there is a sort of l of the management of the university merely by academicians. Experience of management by academicians alone was not very happy because they were inexperienced in administrative matters and it was *thought outside men with sufficient administrative experience would* be helpful. That is how the non-academic people came in, but I think that is no longer necessary now Then the politicians try to come in. I think it is undesirable that politicians should have a say in the affairs of the University

I would prefer an honorary Vice-Chancellor The experience of Bombay has been quite happy in this matter It need not be changed.

Provincial Governments and the Universities.

According to our constitution, the Governor of Bombay is to be the Chancellor of the University With the formation of the new Universities, perhaps it will be difficult for the Governor to be the Chancellor of all the Universities in the Province. At the same time it will be necessary that there should be some sort of connection between the Government and the University Today we are living in an atmosphere of distrust. The university distrusts Government control and Government feel that university affairs are not properly managed. We must have some sort of connecting link and the Governor is admirably suited for that purpose.

Every proposal for affiliation must go to Government. I would suggest that Government should not have the power to waive some of

the conditions laid down by the University Government may have the power to order an enquiry in extreme cases but Government should not impose its will on the University

LUCKNOW UNIVERSITY OF

6 (b) The Vice-Chancellor should be nominated by the Chancellor on the recommendation of the Executive Council. The Vice-Chancellor should ordinarily be a University teacher of eminence. He should hold office for a period of three years and should not be re-eligible.

(c) There should be no Pro-Vice-Chancellor

(d) The Treasurer should be nominated by the Chancellor on the recommendation of the Executive Council He should hold office for three years and should be eligible for re-election

10 The subject should be in the concurrent list.

12. We generally support the recommendations of the Universities Committee appointed by the Government of U.P in 1938

(ii) We recommend the following constitution for the Executive Council —

(1) Vice-Chancellor

(2) Treasurer

(3) to (7) Deans of Faculties.

(8) Director of Medical and Health Services, U.P

(9) to (11) Three Heads of Departments, other than Deans, chosen from among the eligible Heads of Departments by rotation in order of seniority

(12) to (15) Four persons nominated by the Chancellors of whom one should be a woman.

(16) to (22) Seven persons not engaged in teaching of whom at least one should be from among the members of the Court returned by Donors and at least two from among the Registered Graduates of 10 years standing or more returned to the Court by Registered Graduates.

MADAN DR. INDER NATH.

The Indian Union will be a multi-national state. The regional universities will naturally serve the needs of the several linguistic regions by assuming the form of affiliating and teaching universities. There would still be room for purely residential and teaching universities in each region. The affiliating universities may make provision for as many branches of study as it can afford. The residential and teaching universities should restrict their scope to special branches of learning and science. These universities should co-ordinate their activities to avoid duplication and waste. The need for this co-ordination is most urgent for the establishment of such centres of specialised study as can acquire national and international fame.

One of the strongest arguments for the establishment of regional universities is that they would help to foster the culture of the linguistic region as well as its language and culture. Another argument in favour of these universities is that the prevailing language of the region can be adopted as the medium of instruction at the University stage. The affiliation universities on a linguistic basis are the next best thing because the residential system is too expensive to be introduced in the Indian Union on the extensive scale on account of the size of the country and the immensity of its population.

MADRAS, UNIVERSITY OF

1 & 2. The objects of University education can be fulfilled by any of the different categories of Universities, and there is scope in the country for all the three types of Universities—for affiliating, for unitary teaching and residential, in small towns, and for federative in larger towns where more than one College has been established.

3 The unitary and residential type of University will have complete control over the academic and administrative activities of the Colleges. In the affiliating type the University now exercises a certain amount of general supervision by means of conditions imposed at the time of the grant of affiliation, determines from time to time the minimum qualifications of the staff and the maximum number of students to be admitted, and in general advises all affiliated Colleges on academic matters through the respective University authorities.

4 The jurisdiction of a University should be limited by territorial considerations, and we are not in favour of a University exercising jurisdiction in areas where another University is functioning.

5 The view of the University is in favour of the President of the Indian Dominion being the Visitor of all Indian Universities, as is the case in England where the King is the Visitor in some universities, and as was the case in India, where the Governor-General was the Visitor prior to the Act of 1937 It may however be necessary that the exercise of this power should be limited to define functions. Also powers should be exercised after consulting a Body like the Inter University Board.

6. (i) Yes so far as the Madras University is concerned, these arrangements are generally satisfactory

7 (a) We are in favour of an adequately paid full-time Vice-Chancellor

(b) No.

(c) The system that has obtained at the Madras University since 1923 has not led to any of these.

(d) The method of appointment and conditions of service, as they exist in the Madras University seem to be satisfactory

9 The disciplinary control exercised by the Vice-Chancellor must be such as not to require definite statutes for this purpose. It is generally understood that the Vice-Chancellor has a large discretion, and he should be supported by the University authorities concerned. The provision that obtains in the Madras University Act gives sufficient indication of the lines on which the Vice-Chancellor may act in case of need.

10 No University would favour allocation of powers of control either to the Provincial Government or the Central Government. There is no reason to support that statutory body like the University will not manage its affairs in as proper a manner as any Government manages its own affairs. Defects may be found in either system.

As far as legislation is concerned, it would be desirable for Universities to be established by Royal Charter but as this is not possible under the present system it is best to leave the existing arrangements as they are for some time and to watch their further working closely It should, however be emphasised that legislation in regard to University matters should be in consonance with the views of established Universities and that if new Universities are to be formed, they should generally be on the lines and principles recognised in regard to older Universities. The question of control by either the Central or Provincial Government does not arise, in view of answer to question II(5).

Legislation in regard to established Universities should be a very rare occurrence, and if any such legislation is undertaken, it should be on the advice of the University concerned, and should always take note of the fact that the University should function as an autonomous body

11 Universities being autonomous bodies, there should not be frequent need for interference in their working either from the Centre or from the Provinces. Grants to Universities are given by the Provincial Government and very rarely by the Central Government. While such grants in future will be regulated by the advice tendered by the University Grants Committee, under conditions to be specified, it should not be understood that the financial assistance given to the University makes the University a subordinate agency of the Government concerned.

12. & 13 On the whole, the functions and powers given to the executive authorities in this University are such as are calculated to secure efficient working of the University The most important factor for the satisfactory working of any University is not what is provided in the Act, but what obtains by conventions and by healthy traditions.

14 A limited number of seats would always require to be filled by nominations, and this should be by the Chancellor of the University acting in his individual capacity It is desirable that the Vice Chancellor's advice should be taken.

15 No.

16 Yes, in academic matters.

17 Yes. *In the recommendations made by the University with a view to the amendment of the Act, the Senate of this University is to be constituted as follows* —

"The Senate shall consist of the following persons —

Class I—Ex-Officio Members

(1) The Chancellor

(2) The Pro-Chancellor

(3) The Vice-Chancellor

(4) The Director of Public Instruction, Madras

(5) The Principals of first grade colleges

(6) The Principals of professional colleges

(7) The whole-time University Professors paid from University funds or endowments and

(8) Members of the Syndicate who are not otherwise members of the Senate.

Class II—Life Members

(1) Such number of persons not exceeding five as may be nominated by the Chancellor to be life members on the ground that they have rendered eminent services to education.

(2) All persons who make a donation of not less than Rs. 25,000 to or for the general purposes of the University

(3) Ex Vice-Chancellors.

Class III—Other Members

(1) Thirty members elected by registered graduates from among themselves according to the principle of proportional representation by means of the single transferable vote.

(2) Twenty members elected by the Academic Council from among its own body of whom not less than ten shall be teachers of affiliated colleges.

(3) Four members elected by the members of the Legislative Council of the Province of Madras from among themselves and eight members elected by the members of the Legislative Assembly of that Province from among themselves.

(4) Three persons elected from among themselves by the Principals of Second-grade Colleges affiliated to the University

(5) Four persons elected from among themselves by Headmasters of High Schools, recognised by the Local Government, the High Schools being divided into four zonal constituencies, each electing one person.

(6) Four members elected by the Corporation of Madras from among its own body

(7) One member for each district to be elected by the members of the District Board and by the Municipal Councillors of the Municipalities in the district jointly from among themselves.

(8) Two members elected by the Madras Chamber of Commerce and two members elected by the Southern India Chamber of Commerce.

(9) Two members by the Madras Landholders Association.

(10) Two members elected by the Muhammadan Education Association of Southern India.

(11) Four representatives of the Oriental Colleges, elected on a zonal basis as suggested for the election by Headmasters of High Schools.

(12) Every association making a donation of not less than Rs. 25,000 and every person making a donation of not less than Rs. 10,000 but not amounting to Rs. 25,000 or more to or for the general purposes of the University shall be entitled to nominate one member to the Senate who shall be a member for five years and if such member vacates his office before the expiry of the period of five years, another member may be nominated in his place by the association or person concerned, who shall hold office for the residue of such period, and the same provision shall apply in all cases of vacancies arising before the expiry of such period.

(13) Thirty members nominated by the Chancellor of whom not less than twenty shall be nominated to secure the representation of the depressed and backward classes and of other minorities not otherwise adequately represented.

(14) One member to represent each of the chief Indian languages of the Presidency to be nominated by the Chancellor

18 A combination of *ex-officio* membership with a certain number *of elected seats has worked satisfactorily in this University*

19 In this University donors do not have any such powers.

Oral Evidence

MAHADEVAN *C*

The time has come when the Syndicates should be less political and more academic bodies. Simply because they happen to be teachers of the University they should not be debarred from representation on University bodies. Teachers must have a good hand in the administration of the University as it is everywhere.

MAHAJAN JUSTICE MEHR CHAND.

2. The affiliating Universities are merely administrative assemblies of indifferent kinds of persons though connected with one another in the common cause of education. Universities of type of Oxford and Cambridge and not of the type of London University Unitary and residential universities, the modern version of the old Hindu system of Ashrams and Gurukuls, would suit Indian conditions but they should be organized on the lines of simple living and high thinking.

4 The only consideration in a University life should be its cultural and educational atmosphere and simple living and high thinking and character building. Territorial considerations would make universities hot-beds of provincialism Education after all is not a localized subject. Universities in India should be able to attract scholars from outside the country as they used to do in ancient times.

6 The Chancellor in the past in most places has been the Governor of a Province, who has rarely taken real interest in the University life. *Vice-Chancellors have mostly done creditable work.* *Vice-Chancellor* should be a select person appointed by a higher authority say the Chancellor whether as a part-time or whole-time officer who has the required administrative experience and who is above party politics and is a man of integrity and credit. Uniformity in the system of appointment is desirable. A university should not be the preserve of only professors and teachers in that University or in its affiliated colleges. It should be a place where men of culture, eminence, education, experience, administrative and otherwise, also find a place. Then alone University life can progress and its administration becomes of the proper stamp In my province some of the best Vice-Chancellors have been those who were not teachers and when teachers were appointed as Vice-Chancellors, there was utter chaos in the University administration.

10. Though in matters of finance and administration a university may be controlled by the Provincial or State Government, certain powers should be left in the Centre and the Central Government should be able to control legislation on this subject in order to bring uniformity in the University life of the country as a whole.

11 A University once properly constituted, should be left completely autonomous so far as the educational sphere is concerned and there should be no interference from the side of the Government in such matters. Once the Senate of the Punjab University resolved to make vernacular the medium of instruction in the matriculation but for years Government sat on the resolution and made no decision.

14 University teachers should have 66 per cent. voice in the university affairs. I do not think it is necessary to give representation to municipal bodies chambers of commerce and to legislatures on the University The 33 per cent. should be filled up by nomination from men of eminence in the province or in the territories within the jurisdiction of the University by the Chancellor

A huge report is not needed. The commission should work out the fundamentals of the University system of free India and lay the foundation on a sound footing as regards the constitution of the Univer sities, the type of universities and the manpower of the Universities and once they lay the proper foundation, the rest of the details will be laid down by those responsible for the administration of each University

MAHARAJA S COLLEGE, MYSORE (PRINCIPAL AND COLLEGE COUNCIL)

12 The Executive Council or the Syndicate is the executive body which governs the affairs of the University Among other things it should have complete power over the appointment, pay prospects and promotion of the personnel. We must therefore endeavour to free the Syndicate from all political sectional denominational and party influences and make of it a truly academic body pursuing the best interests of higher learning With this end in view we have devised an Executive Council as follows —

The Vice-Chancellor *

4 Heads of Constituent Colleges.

2 Heads of Affiliated Colleges.

3 Deans of Faculties (by rotation)

2 Elected from and by the Academic Council.

2 Elected from and by the Senate.

1 To be nominated by the Chancellor

* The Vice-Chancellor is to be nominated by the Chancellor from a panel of three names proposed by the Academic Council.

16 No

17 No

19 Yes, it is injurious.

Oral Evidence

MAHTAB, HON'BLE HAREKRISHNA.

Education should be an All-India subject. If the Centre will take it up from the Provinces, it is very likely that some problems of its own might not find a solution. But if the principle is accepted by all Provinces, that can be adjusted. Even to-day there are many institutions which are centrally controlled but with the help of Provinces.

MAJUMDAR, R. C.

2 I think there should be both affiliating as well as unitary teaching and residential universities in India. The reasons are obvious. In a big country like India, it is impossible to have enough residential universities to cater to the needs of all students, and even if an attempt be made to do so many of the universities would be very insufficiently

equipped. It would, therefore, be necessary for many years to come, to maintain many of the existing colleges under an affiliating university and attempt should be made to improve each of these colleges so as to raise it to the standard of a residential university Ultimately the ideal scheme of things would be to have only a number of residential universities and to do away with affiliating type altogether For it is only the residential university which can really carry out to the fullest extent the aims of a true university education by bringing into close contact the teachers and the students and giving the latter adequate facilities for library and other extra-academic activities which are calculated to develop character and personality

6 (i) No.

(ii) (a) The Chancellor should be elected by the registered graduates of an university

(b) & (c) The Vice-Chancellor and the Pro-Chancellor should be appointed by the Chancellor from a panel of six names selected (two each) by the Academic Council Executive Council (Syndicate) and Court (Senate) of the university by the method of single transferable vote.

(d) & (e) Treasurer and Registrar (as well as teachers) in a university should be appointed by a strong and independent commission of the type of Public Service Commission which should include some members of the Academic Council, Syndicate or Executive Council as well as some distinguished educationists who are not in service of the university

7 (a) I would prefer paid full-time Vice-Chancellor

(d) The method of appointment has been referred to above. As regards the terms and conditions, the salary would necessarily depend on the financial conditions of the university or of the province, but in no case should it be less than that paid to the senior administrative officers.

9 (a) The Vice-Chancellor should not have the final authority for taking any disciplinary action against any member of the staff but in general any report made by him to the university authorities should be acted upon unless there are convincing or special reasons to the contrary The mere knowledge that the Vice-Chancellor's recommendations are most likely to be accepted would give him enough control over the staff.

10. The provincial government should have the power of control and legislation in relation to universities, but the Central Government should reserve to itself the power establishing special types of institutions in any part of India over which the local university would not have any jurisdiction. Further it may control the activities of the universities by attaching conditions to the financial grants that it might

make to them. But, otherwise, it would be unwise to include the subject in the Concurrent List, for a dual control over university legislation would introduce practical difficulties.

11 My experience is more or less confined to the relation between the Calcutta University and the Government of Bengal. This relation is far from satisfactory for the Govt. has too close a control over the affairs of the university I think the constitution in the university should be democratised in the sense that effective power and control should be in the hands of *bona fide* teachers and the right type of educationists. Once that is done, a large amount of independence should be granted to the universities with due safeguards about appointments and expenditure. Of course the provincial government must reserve to itself the right of interference in case of grave emergency or gross abuse of power by the university

13 (i) The Academic Council should be really vested with full powers over all academic matters and it should be constituted on the basis of giving real power to *bona fide* whole-time teachers and distinguished educationists. It should not be made too big.

(ii) & (iii) The Faculties and Boards of studies should comprise both senior teachers in the university and colleges as well as distinguished educationists from outside.

(iv) & (v) The Examination Committee and the Board of Moderators should also be strong and independent bodies which should include only very senior and distinguished scholars partly from the University and partly from outside.

14 (a) & (b) Nominations not exceeding 10 per cent. of the total number of members may be made on the academic body by the Chancellor of the University who may take the advice of the Vice-Chancellor or such other expert person or body as he may think fit. At present, the advice of the Vice-Chancellor practically means the nomination by him for a Chancellor so far as my experience goes, seldom rejects it.

17 The university should be adequately represented in the Local and Municipal bodies Chambers of Commerce and the Legislature. Non-academic bodies should be associated with the University administration where they can serve some useful purpose. For example, the Chamber of Commerce may be represented in the Faculty of Commerce or in the governing body of College of Commerce. Similarly High Court may be represented in the Faculty of Law and the Medical Association in the Faculty Medicine.

18 The election of Fellows by registered graduates has not worked satisfactorily as their number is very few In order to make the election a success, it should be thrown open to all registered graduates who have paid only a nominal fee of Re. 1 to get their name registered.

MALAVIYA, PANDIT GOVIND.

2. & 3 In a country like India affiliating or federative types of universities cannot be avoided. Unitary types may exist where possible because they are more likely to build personalities of the alumni but they cannot satisfy the increasing demand for University education in the country

The next best is the federative type, giving the largest measure of autonomy to the constituent Colleges which federate only for examination purposes.

4 (a) Territorial Yes linguistic emphatically no.

(b) Certainly No.

5 Yes.

6. (i) No

(ii) (a) No changes in the mode of appointment of the Chancellor

(b) (c) (d) & (e) In the matter of appointment of the Vice-Chancellor and Pro-Vice-Chancellor election should be avoided as far as possible because election appears to bring in undesirable electioneering tactics into the academic atmosphere.

(iii) Pro-Chancellor is not at all necessary In fact such an authority sometimes leads to difficulties.

(a) Full-time Vice-Chancellor is preferable

(d) Uniformity in all universities is not necessary

(c) Part-time Vice-Chancellors cannot devote the necessary thought and energy to University affairs and have of necessity to lean on persons or cliques, the result being undesirable.

(d) The Chancellor should appoint the Vice-Chancellor for a term of 5 years and no reappointment except in rare cases.

13. (i) The decisions of the Academic Council should not be greatly interfered with by the Senate. A heavy majority should be required for any modification by the Senate, because simple majority has led to deadlocks.

14 (a) Nominations will be necessary to provide for representation of special interests.

(b) Yes.

15. No.

17 No.

18. Elections have not worked well but I consider these as necessary evils.

19 Donors should have representation but not much control over university affairs.

MASANI, RUSTOM.

I do not know whether we want a Vice-Chancellor at all. I would like to radically change the constitution.

In the old days there was the Chancellor who was always the Governor of the Province. When we started we thought it would be a good thing to have a dignified man such as the Governor at the top and as he was the head of the Government he would be helpful to us. In fact, it was a good thing. Now times have changed and we are coming down to Teaching Universities and we are going to have many Universities. Obviously the Governor cannot be the Chancellor of all the Universities. Then why not follow what is being done in other parts of the world where they have Presidents. My definite view is that if we want to get the best work done in a University it must be one of the conditions that whoever is selected as the Chancellor Head of the Department or President, should be a full time man with some honorarium attached to it. The routine administrative work could be done by the various staff At the present moment, the Chancellor does nothing and the Vice-Chancellor is loaded with all kinds of administrative work.

Here we have a Vice-Chancellor who is a part-time man, and he devotes most of his time to routine work, which is not good. The man at the top must not be bothered with routine matters and he must have leisure to plan the development of the University

If we make a selection from the Senior Heads of Colleges I think we will get the best man. He will be conversant with details and he has not to study Acts and Regulations. For an affiliating University it may be difficult. But whoever is appointed he must be a full time man.

As regards the question of his pay it is a question of dignity Honorarium is better Give him a good honorarium so that he may not be out of pocket.

The next point is we must do away with intermediates. In Bombay University there is the Syndicate, the Academic Council the Faculties and the Boards of Studies. I have always held the view that the Academic Council is absolutely unnecessary Between the Faculties and the Board of Studies things could be beautifully managed. You can get the most efficient work done quickly without loss of time and thoroughly If good people are elected to the Boards of Studies on a rational system and not according to the present system of electioneering you are likely to get the best men available. For that reason we shall have to go into the question of election. It is the electioneering system that is at the root of all the evils of the University I believe the

ballot system is causing the mischief. Ballot system might be good elsewhere, for instance, where poor people may be terrorised by their masters, but why should graduates be afraid of open vote. Why should members of the Senate be afraid of open vote and take shelter under ballot. When I was a Municipal Councillor I had experience of both open voting and the ballot system. Then the Improvement Trust was formed and some wise men laid down that voting should be by open vote and that the voting should be recorded in the minutes of the proceedings so that everybody knows who voted for whom A man with some sense of decency cannot vote in the open for a third rate fellow This system must be modified. A man who becomes a Fellow ought to have the courage of his convictions.

Then there remains the Syndicate. There was need for people with experience of administration and certain non-academic men were provided for I do not think it is necessary now The non-academic element should be eliminated as far as possible. I would have representatives of the Professors and also the elite of the Society Bar Councils, Medical Councils, Research Institutes, etc. If you have a sprinkling of all these people, the level of the debate could be kept high. The Syndicate will gain proper balance of administrative experience as well as academic work.

We have now 18 members in the Syndicate. A dozen of them would be enough. Then I would also take away from it the detailed work of an academic character which they are now doing. They are also dealing with examinations, which I would relegate to the Boards of Studies and the Faculty The less the number of people concerned it is much better for efficiency and purity of administration.

For examinerships at present we have got a system of election and then it goes to the Syndicate. The names cannot be kept secret and canvassing is going on on the part of examiners. I might also suggest a pool of examiners from different Colleges.

As regards control, I should think that under the Scheme which I have suggested, very little will be left for control and there will be no occasion for that. But if Government have to be approached for liberal grants for the Universities, I should not mind the Ministry of Education having general powers for calling for reports and to see that the grants are properly spent. There should be a proper system of audit. Those audit results should be submitted to Government and in rare cases if Government suspect something, they should have power to send their own auditor There should be no interference with the normal work of the University University must be supreme authority for managing its affairs.

I consider University education is the foundation of the national unity and I would like Universities to be established by Acts of Central Government.

MEHTA, J M

11 The Government should as far as possible respect the autonomy of the university There should be complete harmony and co-operation between the university and the Government. It is a body which is specially created to look after higher education and the Government should trust it. There should be no antagonism between the university and the Government.

Oral Evidence

I would like to emphasise the need for more residential and teaching universities in this country We have a large number of affiliating universities and my objection to the affiliating universities is that they cannot put as much importance on character building or personality building as a residential university could do There would be corporate life in a residential university From that point of view I would prefer a large number of small residential unitary type of universities rather than affiliating universities.

The universities should have greater autonomy than they are enjoying at present. At present the Bombay University is not a sufficiently autonomous body Take the case of the S. S. C. Examination. In the Act which has created this Board Government distinctly says that the University can hold S. S. C. examination with the permission of the Government. It is not necessary at all. It has been holding examinations for a number of years. There is no reason now why Government should insist on previous permission being obtained for conducting these examinations. Another thing, I have noticed is that the University is largely dependent upon what fees they get by way of examination fees or whatever other grants they get. The University ought to be made financially a little more independent. For example, Oxford and Cambridge have large endowment funds, and the Government give them large subsidies. In India the Universities are dependent on examination fees because Government gives grants, interference of course follows. There is a sort of unconscious approach.

There is too large an element of non-educational people in the Syndicate. I think educationists should be in the majority in the Syndicate. I do certainly believe that there should be certain non academic people also in the Syndicate.

There is too much of elections. We must reduce the scope of elections as much as possible.

MEHTA, K. C.

1 Unfortunately the tendency in recent times in both types of Universities, teaching and affiliating has been mass production forced, probably by financial difficulties.

2. Undoubtedly the unitary teaching and residential university is the best provided it is fully residential. But considering the size of the country the ever increasing demand for higher education and the prohibitive cost of providing many residential universities, some universities

will have to be of the affiliating type these may be regional as far as possible and should not have very much scattered jurisdiction. In order to provide post-graduate teaching and research of a high standard and to avoid unnecessary multiplication of expense, it would be necessary to restrict such teaching and research only to the headquarters of the affiliating universities. Such teaching and research should be done in the name of the affiliating University and not by the affiliated Colleges.

13 The present system of election is effective in so far as it has encouraged party formation. In affiliating universities these bodies should consist of the representatives of different colleges nominated from a list prepared on the basis of seniority and qualifications.

MENON, C. S.

2. (b) *Residential.*—Young people of different provinces and communities must live together if angularities are to be removed. The experience of the Banaras University shows that an Indian culture will develop if students reside in the same hostels.

The Banaras University has been affiliating colleges of late, and the results have not been happy A mixture of the affiliating and unitary type is harmful. The purely unitary types alone will be useful.

MENON L N

Full-time Vice-Chancellors are unnecessary for residential universities. The Head of one of the colleges may be elevated to the post. In the case of affiliating universities a full time Vice-Chancellor is desirable but even here the Vice-Chancellor should be an Educationist and a man who has been engaged in university teaching for some time in his life. In my view the Pro-Chancellor is a superfluity

The Registrar should be Educational administrator conversant with University teaching.

10 Legislation in respect of all universities should be a Central subject, their administration being left to the Provincial Government.

The Vice-Chancellor may have the power to nominate eminent scholars to any of the university bodies, but on no account should there be any rule requiring him to nominate members of Local Government bodies of the Legislature. At present the voice of the university teacher is seldom heard in the administration of the university bodies he is swamped out by others not connected with education.

MISRA, A. B.

In the existing circumstances, all types of Universities, affiliating, unitary and federative will be required. It is not possible to conform to one pattern only Unitary universities are too expensive to maintain, and the attempt to convert all the universities into residential ones may prove too expensive a venture. It is also cheaper for a student to join a College in his home town and to live with his parents or relations than to go to a residential university hundreds of miles away from his home.

The moderating influence of parents or guardians is also an important advantage for them.

6 The existing constitution of the Universities has become out-of date and is hardly in tune with the spirit of modern times. It should be replaced by a new enactment in which all the existing defects may be corrected and vested interests removed. The constitution should be democratic in principle, but provided with adequate safeguards against its misuse.

The Vice-Chancellors of the Universities ought not to be elected officers. When the office of the Vice-Chancellor is elective, he has to go to the voters, who are often his subordinates, with hat in hand, and his position is seriously compromised. The Vice-Chancellor should be a high ranking academician who can overawe the professors and inspire the students. Politicians make bad Vice-Chancellors firstly because they lack the academic virtues, and secondly because they are habituated to the use of foul methods of political strife. In order to make the position of the Vice-Chancellor unassailable, he must be appointed by the Government for a period of five years, and no Vice-Chancellor should continue to hold the same office for more than two terms.

7 (a) The real question is not whether the Vice-Chancellor should be part time or whole-time although it will be advantageous to have a whole-time, but that he should be a man of academic worth, possessing learning and administrative experience, and a man of culture and refinement who by means of his personality and achievements can add lustre to the office.

(b) I should like a uniform system to be evolved for all the Indian Universities in relation to the appointment of the Vice-Chancellor The Government of India in consultation with the Inter University Board and the Central Advisory Board of Education should maintain a list of persons suitable for the exalted office of the Vice-Chancellor of the *different Universities in this country*

10. In the case of the Universities of Delhi, Banaras and Aligarh, the Central Government alone should have the power of control and of legislation

Oral Evidence.

MISRA, HON BLE PT LINGARAJ

System of selecting if the Vice-Chancellor in Utkal University is that a panel of 3 names are sent up to the Chancellor and he selects one. The names are sent according to the number of votes secured in the Senate but the Chancellor is not bound to select the man who tops the list. In actual practice the Chancellor no doubt respects the vote of the Senate. As a matter of fact our present Vice-Chancellor was selected on that basis.

I would not like to displace this and say that the Senate should send a panel of three names irrespective of the votes. I do not think so The Chancellor should know who is the most popular

I would like Education to be in the Concurrent List.

A. U

We have prescribed, rightly or wrongly a uniform constitution for governing bodies of private colleges, laid down the minimum, have ~ribed a tribunal of arbitration in the case of disputes between and management, prescribed the form in which the contract t be entered into prescribed Provident Fund contribution, and also d down that before the appointment of a teacher is made it is neces that there should be a selection committee on which the represen-ve of the Vice-Chancellor or the governing body of the college is We have also provided that representative should be a member the selection committee and before the governing body makes they have to send the proceedings of selection to the Vice- for his perusal

OOKERJEE, JUSTICE RAMAPRASAD.

In this University the Post-Graduate Departments are now work under two different Executive Committees and under two Presidents part from the Vice-Chancellor There had been occasions when the Vice-Chancellor was the President of both and there had been occa-when there were one Vice-Chancellor and two Presidents. You to decide now how the Post-Graduate Department is to function. it to remain separate as now or is to be made subordinate to one ...cutive only 7 whether it would be possible for one executive to dis-rge all the different duties of the Post-Graduate councils as also the ...inary administration The election of the Vice-Chancellor will on the constitution they draw up

R. SINGARAVELU

6 (a) (i) & (ii) I am acquainted with the University of Mysore and such I am giving my opinion on this question based on that acquaint

So far as I am aware there has not been any instance in which the ...ncellor had occasion to exercise the powers vested in him (under 7 of the Mysore University Act) except one in which an election the Senate was objected to and the orders of the Chancellor were obtained by me when I was the Vice-Chancellor This arrangement with regard to the powers of appointment and the powers of the Chancellor may continue.

6. (b) (i) & (ii) With regard to the Vice-Chancellor he is called an officer of the University under Section 9 of the Act Under Section 10 the Vice-Chancellor is appointed by and shall hold office during the pleasure of, the Chancellor

This arrangement is a salutary one. His Highness the Chancellor has been exercising this power and there is no reason to say that the appointments so far made have been unsatisfactory but in the present set up of a democratic government, there is a probability of the Chancellor being advised by the Cabinet in the matter of such appointment political considerations may be brought to bear on him. In my

opinion, such influences should be avoided in the matter of the appointment of the Vice-Chancellor since the University should be above all party-politics. The Chancellor should, therefore, not be influenced by the advice of the part-Government, in this matter

7 (d) In my opinion, there is some risk in introducing the election system since in the new constitutional set up of India *viz.* that proper type of men may not choose to stand for election. Besides, even if a panel is elected for selection by the Chancellor the party commanding a majority in the country will succeed by its over-powering influence and party-politics cannot be avoided. It seems to be therefore advisable to continue the present system in Mysore provided, political influences are not brought to bear upon His Highness, the Chancellor when he makes the appointment.

8 (a) There used to be an impression in the minds of the public that the teachers had not sufficient work to do in the College. Particularly in the Legislatures, such views were voiced forth. During my inspections, I found out in many cases that this charge was unfounded although in very few instances, I had to instruct Professors who had daily administrative work to devote some time for the professional work also.

13 I have heard of late of the attempts made by the University Council who examine the recommendations made by the Boards of Examiners and finally approve the list of examiners appointing teachers with very few years of teaching experience as examiners. I have also heard complaints of the examination board repeating the names of the same examiners year after year and neglecting other deserving cases who were not given chances for a number of years. In these matters it is not the laying down of any rule or law that could rectify such favouritism and irregularities but the good sense and fairness of the selectors themselves, who should, have in view of the welfare of the University

Oral Evidence

There can be a board of expert men who can select two or three persons and send it for selection. I would even suggest a Board of University Commission at the centre to advise the Governor General on University matters. The trouble is that the Commission at the centre might not be aware of the local conditions in the provinces and the states. Appointments to the University colleges must be made by properly constituted selection committees and the best men for the job should be chosen and the Government should not interfere in the University administration.

There must be perfect discipline in the colleges. The Vice-Chancellor must be all powerful and his decisions must be final.

If there is commerce faculty naturally the chamber of commerce gets a seat. I do not advocate labour to have a seat as the labour class in India are not yet well-educated. If there is that provision, some political member in the name of labour will get in.

NAG N C

3 General supervision and control by a Central Body like the Inter-University Board whose recommendations should be mandatory and not merely advisory and such body or bodies to consist of men with experience of teaching and administration of Colleges and Universities.

(6) (i) No.

(ii) (a) To be elected by the highest academic body *

(b) To be elected by the highest academic body but he should be an academic man.

(c) Not necessary but where necessary Pro-Vice-Chancellor to be nominated by Vice-Chancellor subject to the approval of the appointing authority whatever that may be.

(d) & (e) To be appointed in the same manner as the Pro-Vice-Chancellor

(iii) No

7 (a) Generally speaking whole-time men but exceptions may be made in very special cases as an emergency measure subject to approval of the Visitor

(b) More or less.

(c) More often in the latter case.

(d) Method of appointment as in 6(ii) 5 years term, extendable by another normally but subject to termination of service on grounds of gross mal-administration after proper enquiry by a competent and impartial commission to be appointed by the Government on the recommendation of the Visitor

NAIDU P S.

3 There should be no Governmental control over the universities. In the type that I have recommended, control over affiliated colleges will be exercised by the supreme governing body of the University In the statutes and ordinances of all Indian universities there are adequate provisions for dealing with incompetency and irregularity on the part of teachers. The matter should be left at that. The Head of a Department may be trusted to see to it that routine work is being carried out regularly

16 At some of the younger universities teachers do not have adequate power and responsibility in the conduct of university affairs. These institutions should be induced to revise their constitution and to conform to those of a highly democratic University like the University of Allahabad or of Lucknow

19 A donor should not have any statutory or other powers. He may be given a seat in the Senate.

*(Subject to approval by the Visitor).

NIHAL SINGH, GURMUKH.

2. In a vast, poor and educationally backward country like India, all the three types of universities are needed in different parts of the country Delhi is suited for the Federative type—but to make it successful the scheme to shift the Colleges to the University enclave should be carried out quickly

3 (a) The affiliating Universities are not exercising at present proper supervision and control over the Colleges. It is necessary to insist upon the following

(i) These should be regularly constituted Governing Bodies on which there should be proper representation of teachers, old boys, or registered graduates. Intellectual leaders of the place should also be members of Government Bodies and seats should not be given merely on the basis of donations.

(ii) College councils should be associated with the Principals for internal management and the maintenance of discipline in the College.

(iii) The maximum fees to be charged should be prescribed by the University

(iv) Scales of salaries the general conditions of service and work should be laid down by the University—so also the minimum qualifications of teachers.

(v) Besides fulfilling the conditions generally laid down for affiliation Colleges should be required to observe minimum standards of health, discipline residence and instruction.

(vi) Inspection of the Colleges should not be prefunctory or a routine matter but an effort should be made to study the actual working of the institution.

(b) With regard to the Unitary and residential type there should be no Colleges but various Departments of studies under the Deans of Faculties. Halls or Hostels should organise tutorial instructions —this aspect has not received sufficient attention in this country so far

6. (i) Not altogether as explained below

(ii) (a) The Heads of States may continue to be Chancellors.

(b) The Vice-Chancellor should be an educationist, with both teaching and administrative experience. He should be appointed by the Chancellor on the recommendation of a committee presided over by the Chairman of the Public Service Commission and consisting of two members of the Public Service Commission two members elected by the University Executive Council, the Chairman, Inter University Board and the Chairman, University Grants Committee.

(c) In the case of larger Universities there may in addition be a Pro-Vice-Chancellor appointed on the recommendation of the same Selection Committee as in 6(ii) (b) with the addition of the Vice Chancellor The Selection Committee may be asked to recommend three candidates in the order of their preference. The appointment should be made by the Vice-Chancellor who should record his reasons for not observing the order laid down by the Selection Committee, which should be forwarded to the Chancellor and the appoint ment should take effect on receipt of approval by the Chancellor

(d) The Treasurer should be elected by the Executive Council on the recommendation of the Vice-Chancellor

(e) The appointment of the Registrar should be made by the Executive Council on the recommendation of a Selection Committee consisting of the Vice-Chancellor the Treasurer one Dean and four members elected by the Executive Council In several Universities the emergency powers exercised by Vice-Chancellor have been enormous. The Vice-Chancellors should have only limited and well-defined emergency powers.

10 The subject of Universities should be in the concurrent Legislative list. Control should be vested in the Central or State Government according to whether the University is Central or Provincial.

PANNIKKAR, P R. RAMESWARA.

4 The senate of this University has expressed the opinion that there should be one language, namely the federal language, as the medium of instruction for all universities in India. If this is achieved, there will be no necessity to limit the jurisdiction of universities either territorially or linguistically

5. The Governor-General or the President of the Indian Dominion should be the Visitor of all Indian universities.

6 Under present conditions, it is desirable that the Head of the Province or State should be the Chancellor

13 If the Faculties are properly constituted and they function effectively with definite statutory powers, there is no necessity for an Academic Council. There is also no need for an Examinations Committee or a Board of Moderators where each subject is examined by a competent and professional Board of Examiners.

14 As long as there is any system of election of the academic bodies of universities, the system of nomination is essential as it is the only method by which educational and professional interests can be adequately represented Eminent and self-respecting scholars, as well as industrialists and prospective employers, whose presence on these bodies is essential will not offer themselves for election. These nominations should be made by the Chancellor on the advice of the Vice-Chancellor

17 Representation by election from legislatures and local and municipal bodies is unnecessary But representation of learned societies, learned professors, Chambers of Commerce and other industrial and professional organizations is desirable particularly on the Faculties with which these business and professional organizations are concerned.

18 The system of election works unsatisfactorily

PAPATLA, LT-COL. P

2 Affiliating, teaching and research type. Considering the large areas that a university in India has to serve, unitary and residential type cannot be universally suitable.

3 In the selection of teaching staff, their conditions of service, equipment, living conditions of the students and of course, control of examinations.

4. (a) By territorial considerations as the conditions stand at present but as and when linguistic provinces are framed then it should be on linguistic considerations.

5 Yes, but only in exceptional circumstances.

6. (ii) (a) Chancellor should not invariably be the Governor of the province. A distinguished person from within the province if available, otherwise from outside—is to be preferred

(b) Vice-Chancellor should be appointed by election from among the Fellows of the Senate but unfortunately it appears that the poison of communal and party politics have invaded even these elections.

(c) Pro-Vice-Chancellor should be a distinguished nobleman of the province who has donated handsomely

(d) A member of the Provincial Accounts Service or one possessing a diploma in Accountancy should be appointed as treasurer

(e) Registrar should be an educationist with office and administrative experience.

7 (a) Paid full time Vice-Chancellor

(b) No System should vary according to local circumstances.

(c) Yes, at the time of election.

(d) By election of a panel of 3 names, and selection of one from this panel by the Chancellor Tenure, 2 3 years pay not more than Rs. 1,500/ per mensem, full-time removable by a vote of non-confidence of the Senate.

8 (a) By periodical personal inspections and calling for reports on any particular matters.

19 Donors should be allowed to merely state the policy or object and should not be given powers to interfere in the practical working out of the same.

PAPWORTH H. C.

1-4 In a big country like India there is room for universities of the three types mentioned. In all cases their jurisdiction should be limited by territorial considerations, and no university should have jurisdiction in an area where another is functioning.

5 The Governor-General should be the Visitor of all Indian Universities with the powers suggested.

6 The Governor of the Province or the Ruler of the State should be the Chancellor as it is essential that this office should be outside political parties. There is no necessity for a Pro-Chancellor

The Vice-Chancellor should be appointed by the Chancellor and should hold office for a period of three years, with the possibility of one extension of three years. I favour the appointment of paid full-time Vice-Chancellors.

10 As a first step I favour the allocation of powers of control and legislation in relation to universities to the Central Government. By this I do not mean that universities should be controlled by the Education Department of the Government of India this would be fatal. The Government of India should appoint *a Board of University Commissioners* in whom the control of all universities may be vested. This Board, which should be absolutely autonomous will require a full-time experienced chairman, and its members should consist of men of wide university experience and also of businessmen and industrialists who know the country's needs and can advise universities as to the type of courses required and the type of men the universities should turn out.

I look forward however to the time when, by convention, universities are removed from the control of Legislatures, central or provincial, and fall within the prerogatives of the Governor-General. This is on the analogy of the British system

15 Whilst I consider it desirable to have a few representatives of Municipal Bodies on the non-academic statutory authorities of universities, I would emphasise the necessity of securing representatives of learned societies, the learned professions, industry and commerce. I would abolish the system of elections to university authorities, which is nothing but a scandal wherever I have seen it at work.

On the analogy that there are no representatives of Parliament on the authorities of British Universities, I see no necessity for the Indian Legislatures to be represented on the authorities of Indian Universities.

19 I consider that private benefactors and donors should have no powers, statutory or otherwise, in the universities. If they cannot, like Lord Nuffield, give their money gracefully the universities are better without their gifts.

15 I am in favour of the abolition of provincial control over universities. As I have said in answer to Question II 10 "As a first

step I favour the allocation of powers of control and legislation in relation to universities to the Central Government" and the delegation of these powers by the Central Government to a *Board of University Commissioners* "I look forward, however to the time when, by convention, universities are removed from the control of Legislatures, central or provincial, and fall within the prerogatives of the Governor General" If this were done, the Governor-General could himself appoint the Board of University Commissioners with Statutory powers. This Board would be complementary to the University Grants Committee the former dealing with direction, legislation, co-ordination of standards, etc., the latter dealing with finance.

Oral Evidence.

The Governor General should be visitor of all Indian Universities. He has power to inspect. I have suggested some changes and I have recommended that Universities should be central subjects. As a first step in order to remove Universities from being the plaything of local politics and the like, I would advocate the allocation of the powers of control and legislation to the Central Government. I would suggest that the Government of India or the Governor-General should appoint a Board of University Commissioners on the analogy of the Railway Board in whom the control of the Universities should be vested It should be an autonomous board with full statutory powers of control and legislation over all Indian Universities. If the Universities are made Central subjects, it would pave the way for a convention that the Universities will not be interfered with and be removed from the present control of legislatures. On the analogy of the English system our Universities can be removed from Parliamentary control.

There will be certainly complaints from the local legislatures that their liberties are being taken away and they are being subject to same kind of power which is at a distance. They can be ignored because local legislatures have been making Universities a plaything of politics. It is even more so at Madras at the present moment. What I want to say is that in order that the academic autonomy should be vested in the centre, that would be well vested in the statutory body and the Universities reformed on the lines that I had indicated in my pamphlet. As far as legislative control is concerned they should be entirely controlled by a Central authority preferably by an autonomous board of University Commissioners assented to by the Governor-General

In my opinion, unless you are going to produce a local chaos,—this is coming now very very quickly—you have got to remove Universities from the control of all provincial legislatures.

I hope that even the Central Legislature although it will have a right to do so, would, by convention as in England not deal with the matter Any Act can be put up by the University Commissioners and assented to by the Governor-General.

The Governor-General by convention must vest the power of the Board of University Commissioners with the Statutory Board. This Board would be complementary to the University Grants Committee the former dealing with University Legislation, direction co-ordination etc. and the latter dealing with finance. If this is done I would not have another statutory body like the Inter-University Board which is only deliberative body at the present moment. I would still have it only as an Advisory Body meeting once a year or so

The Centre will either have to dictate to the local Governments or the local Government might say "You pay the amount to us and then we shall repay"

Regarding the suggestion that the Senate should consist of academic and non-academic men in the proportion of 1 2. I think it is ridiculous and if any gentleman tells you so it is because otherwise he cannot get in and he is very anxious to get in.

PATNA, UNIVERSITY OF

1 Residential and Teaching Universities have fulfilled to a great extent the two functions of a University namely Teaching and Research.

Affiliating Universities, as such, have not some affiliated colleges, however have.

2. While a few unitary teaching and residential Universities may be found practicable, Indian conditions seem to demand, mainly Universities of an affiliating Federative-cum-teaching type. The difficulties in the way of the former are expense and the vastness and diversities of the country But specialised Universities of a technical type are also indicated in suitable areas, e.g. technological, in Chota Nagpur

3. In the case of (a) and (c) the Universities should have control over the qualifications and conditions of service of teachers and a general disciplinary control in all types of colleges, whether Government, aided or unaided means of control short of disaffiliation may also be considered, e.g., more frequent and regular inspection and payment of Government grants through the University

4 (a) Territorial only

(b) Only in the case of a University doing another kind of work, e.g. technological, in an area where a University teachers Arts and Science subjects, but not the particular technology

5 No.

6 (ii) (a) The Governor *ex-officio* should continue to be the Chancellor

(b) and (c) As regards the Vice-Chancellor the appointment shall be made by the Chancellor from amongst a panel of three names submitted by the Syndicate and the Academic Council sitting jointly

As regards the Pro-Vice-Chancellor if the University is only an affiliating and an examining one, the Vice-Chancellor shall be honorary and the Pro-Vice-Chancellor paid. If the University is a teaching one, the Vice-Chancellor shall be whole-time and a paid officer no Pro-Vice-Chancellor necessary but the Deans of Faculties should have executive and administrative functions. The Pro-Vice-Chancellor shall be appointed by the Chancellor with the concurrence of the Vice-Chancellor from amongst a panel of three names recommended by the Syndicate and the Academic Council sitting jointly At least one of the two officers (Vice-Chancellor or Pro-Vice-Chancellor) shall always be a teacher

(d) and (e) By the Syndicate and the Senate subject to the approval of the Chancellor in the case of the Registrar and of the Government in the case of the Treasurer

7 (a) Paid, Full-time.

(b) Yes.

(c) No general answer is possible.

(d) The point about the method of appointment has already been covered.

As regards the term of office it should be 5 years only in very special cases, the Chancellor can extend the term for a further period of not less than two years.

8. (For only V C's. and ex V C's.) does not arise.

9 (a) No

10. (a) No

(b) Yes.

(c) No.

11 Generally yes. As regards Central Government there should be greater scope for and exercise of its co-ordinating and advisory functions. As regards Provincial Government, financial assistance should not carry the implication of any control over purely academic matters.

12. (i) Increase in the teachers representation by election, e.g., Heads of Departments.

(ii) Increase in representation of teachers some more members from among the Heads of Departments of the University should come in by election. In the case of a teaching-cum-affiliating University teachers of the constituent colleges and University departments should have separate and effective representation in both Syndicate and Senate.

13 (i) Patna University has no Academic Council but it is desirable to have one.

(ii) The Faculties should have a preponderating teachers element, especially of senior teacher and from other Universities as well so as to ensure its academic character Further it should not be necessary that every non-teacher Fellow should be assigned to any Faculty

(iii) Board of studies will improve if the Faculties are reformed as suggested above.

(iv) and (v) Setting and moderation of papers for the Honours (B A. & B.Sc.) and for M.A. and M.Sc. Examinations should be done entirely by External Examiners.

14 (a) Yes, by Syndicate.

(b) No.

15 No

16 This does not arise in the case of the Patna University to any great extent as its teaching departments are not many

17 Yes, according to local conditions and within limits.

18 No. The voting should be altered to ensure secret voting by ballot. Further some membership should be *ex-officio*

PAVATE, D C.

Oral Evidence

There were only Government Colleges in the past. Up to 1932 there were hardly any private colleges worth the name. Of course two or three good colleges like the Fergusson College, St. Xavier's College and the Wilson College were there, but the private colleges on a mass scale came into existence only recently The Government Colleges were the pioneers in the field. As against 8 or 10 colleges which were well established, there are about 50 colleges now They have all come in during the war period, when people made money and someone contributed a lakh or two for the initial expense. The University according to the old regulations, did not see whether there was any need for a college or not if those people satisfied certain conditions, which had no bearing on education they readily agreed. Although the final decision rested with Government, it would be an unpopular measure if Government, refused permission. The result has been that there are colleges now with about 80 or 100 students. Who is to bear the recurring expenses of these colleges ? The University does not worry about it. Government say that they have only given recognition and that they are not responsible for the running expenses.

We are giving the Ruia College Rs. 20,000 by way of grant. On examining their accounts we found that we are really giving them more than they required. They showed a surplus. They not only do not need any money but they were in fact building up a large Reserve Fund.

The private Colleges should make out a case for higher grant. As far as I know we are not at all averse to give this. We only want good education to be given. Sidhartha College is just a factory for producing graduates with morning shifts and evening shifts.

When they made out a case for grant, I could not naturally recommend a pie as grant because they had a saving of Rs. 30,000. They must come out with their schemes. If I give money I must have some right to control its expenditure.

Regarding affiliation we always agree to the recommendation of the University in the matter of affiliation. We do not interfere normally and there has not been a single instance where we have interfered. These universities are democratic bodies and they ought to know what they are doing. We have got enough problems on our hand being responsible for Primary and Secondary education. If we disagree with the university that will be deemed as an unpopular act.

I personally do not think that any harm would come if the whole control of education is taken over by the Government of India.

PILLAI, K. P. PADMANABHA.

Oral Evidence

In both Madras and Travancore, the academic interests are over represented in the Senate.

All Deans are represented in the Senate but not in the Syndicate.

There are three or four cliques in the Madras Senate. The wretched postal system of voting gives them control over the elections.

PRADHAN, M. C.

1 To some extent.

2. Types (a) & (b) are best suited to Indian conditions. The economic and social conditions in India require that adequate facilities should be given for higher general education to a majority of students by means of affiliated colleges side by side with scope for specialised study in residential Universities for those who have the necessary aptitude and mental equipment.

3 Affiliating Universities should prescribe the courses of studies, standard staff with minimum qualification and scale of pay disciplinary rules and necessary library and laboratory equipment for colleges and units. Residential Universities should have full administrative and financial control over the colleges.

4 (a) Yes.

(b) No.

5 Yes.

6. (i) Yes.

(iii) Yes.

7 (a) Paid full-time Vice-Chancellor

(b) No.

(c) The Chancellor should appoint a Vice-Chancellor from a panel of names recommended by the Senate of a University

10 Provincial or the State Government. Limited control may be exercised by Central Government in specific matters.

11 At present they are based on right lines.

12. The constitution and powers of the Senate should be such as would do away with undue interference of the Senate through legislation.

14 (a) No

15 No

16 Yes.

17 No.

19 No

Oral Evidence

I do not agree with the present constitution which requires the Vice-Chancellor to be elected. It is better that the Vice-Chancellor should be nominated by the Government.

I would rather take some risk than make the Vice-Chancellor run to doors of Senators for votes.

He must of course be an educationist or one who has rendered eminent service to education.

I would like to have the Vice-Chancellor as a full-time and salaried officer

PRASAD, DR. BISHESHWAR.

Federative type also has the same defects as the affiliating. If in a town there are many colleges doing graduate or post-graduate teaching, better will it be to amalgamate them into a unitary university rather than cater to the separatist feeling of the managements of the various colleges and perpetuate all the evils which are incidental.

7 (d) Vice-Chancellors should be appointed from among the professors of the university who have attained the age of fifty and have been holding the post of Professor for at least five years. Their elections should be by the Professors themselves and should not be by any body like the Court or Executive Council.

10. (a) Higher education should not be left to the Provincial or State Government for otherwise uniformity of standards cannot be maintained and research cannot be integrated to the requirements of the State.

PRASAD, B

13 (i) Academic Council should have Presidents of Boards of Studies as *ex-officio* members.

(ii) Faculties for a group of subjects, say Faculty of Science should have all the Science members of the Senate and the Academic Council. Besides there should be provision for nomination so that some scientists of the neighbouring universities and some scientists who are not members of the Senate and Academic Council may also become member of the Faculties.

(iii) The Board of Studies should have representations of as many colleges as possible. One-fourth of its members should be drawn from neighbouring universities. Board of Studies should be appointed by the Academic Council and not by the Syndicate. Recommendation of the Board of Studies should be changed only with reluctance.

(iv) In Hons., M.A. and M.Sc. every paper should be set jointly by one external and one internal examiner The external examiner should set the entire paper to begin with, the internal examiner should not change more than 50 per cent. of the questions. No Board of Moderators are necessary at the Hons., M.A. and M.Sc. stages if this principle is adopted. For Intermediate and Pass subjects there should be a Board of Moderators consisting of two external and one internal member

PRASAD DR. ISHWARI.

Oral Evidence.

I am not at all satisfied with the way in which the present University Constitution is working. The fundamental defect is election. We must find out something which would be a good substitute for election, some sort of safeguard is necessary Intrigues surround the election of the Vice-Chancellorship The term of the Vice-Chancellor should be for three years. No Vice-Chancellor has organised studies in research in the university We have had no directions from Vice-Chancellors in regard to that matter The work has been more mechanical now The Executive Council will send a panel to the Court, but that panel is neutralised by nominating two dummies along with an ambitious man. Recently the tendency has been growing that the Vice-Chancellor like the Premier of Britains must have a cabinet of majority of his own in the Executive Council.

There are many things in the university in which even an eminent man like Pt. Kunzru may not be quite well-up

The Court at the present time has no choice. It is the Executive Council which decides.

The Academic Council has become now less than an advisory body Its resolutions are not cared for by the Executive Council. Our desire is that the Executive Council should not be packed as it can be done now under the present constitutions. We should like to improve the position of the Academic Council and its resolutions on matters of academic importance should not be mere pious resolutions. You must define exactly on what points the Executive Council is bound to accept its resolutions. Even over curriculum the Executive Council has control

One of the general principles which I should like to emphasize is that there is too much of centralization at present there must be some decentralisation. Research is entirely the province of the professors and there is no use setting up committees of heads of departments on these matters. The ultimate authority that decides

is the committee, not the professor I think it is a useless body I have sent many applications from my own students but I am never consulted about it. Personally I think that it is the professor who ought to have a voice in the determination of research students.

The Court at present is a defunct body It has no power The election of a Treasurer also becomes a farce. The Court exercises no discretion of its own. The Excutive Council has to register the names sent by a certain body Some other council elsewhere hidden behind the scenes sends names, but no election takes place. We would like to have a system which would prevent this kind of begging. If you introduce proportional representation this will be stopped. Every 20 members will be able to elect one man. I would suggest proportional representation so that small minorities will get representation. In this system the real thing is that the best man will have to go out. When I was younger and less known I had greater chance of election than today The party system is getting stiffer and stiffer I would suggest election by single transferable vote. There is another important body which is called the selection committee and upon that depends the future of the university The present constitution is two members of the Academic Council, two of the Executive Council and two nominees of the Chancellor

There are indications that the autonomy of the University might grow less and less.

RAJMANNAR, P V

Generally I think the Universities should be of the affiliating type and be examining bodies in respect of Collegiate courses in Humanities, Sciences as well as in professional courses. In addition to this, they should concentrate on research. I would also suggest an arrangement for the delivery of lectures by eminent professors intended for pupils in the Honours courses. These lectures might be made compulsory for the students of all the Colleges, who can gather at the University centre for this purpose at convenient times.

RAMANUJAM, S. G MANAVALA.

1 Fairly satisfactory

2. We consider that (a) affiliating and (b) unitary types of Universities are suited to Indian conditions. Taking the large interests of the Universities for some time to come, there will be a greater need for affiliating Universit es while gradually more and more of the second type—unitary and residential—could be brought into existence. The federative type is not favoured at present for financial reasons, but where a large number of Colleges exists in a town or city it may be desirable.

3 (a) and (c) Control with regard to standards of teaching, examinations, qualifications of staff conditions of service of teachers, attendance of students, library and laboratory equipment, and also about residence of students and staff.

(b) The unitary residential University will afford greater opportunities for character-building and development of culture besides attending to the usual academic life as envisaged in the affiliating and federative types.

4 (So far we have had territorial Universities which have proved satisfactory in their working, and if territories are going to be divided on the language basis this question will not arise.)

(a) Considering the needs of territorial and linguistic areas in the country there should be a possibility of more than one University existing, each having its own limited jurisdiction.

(b) No.

5 There is no objection to the President of the Indian Union being the Visitor of all the Indian Universities only for the purpose of co-ordination and standardisation of higher education, provided that sufficient safeguards are established to ensure that differences in political or religious views or thought do not lead to interference with University affairs.

6. (i) Keeping in mind the existing constitution of this University (Annamalai) we are satisfied with the present arrangement. There is no Pro-Vice-Chancellor in this University

(iii) Yes, under the present constitution.

A Pro-Chancellor may be necessary in certain circumstances as when the University is founded by an individual or Trust. There are two types of Pro-Chancellor

(i) represented by the Founder Pro-Chancellor and

(ii) the Minister of Education in the case of provincial Universities like Madras and Bombay

7 (a) We favour paid full-time Vice-Chancellors.

(b) No

(c) Yes, when politicians enter in the administrative side of the University

(d) The present system of selection of Vice-Chancellors from panels recommended either by the Senate as in affiliating Universities or by the Founder Pro-Chancellor in residential Universities has so far been satisfactory

8 The Deans are primarily responsible in this University for the preparation and issue of lecture lists for the Departments within their Faculties and are responsible for the conduct of the teaching therein. The Vice-Chancellor exercises general supervision and control by frequent visits and contacts with the staff individually and in groups.

9 (a) The present powers of disciplinary control have been satisfactory

10. We are not in favour of allocation of powers of control and legislation to Provincial or Central Governments, so far as existing Universities are concerned. There should be no revision of the Act unless the initiative comes from the University itself. We are not in favour of the subject being included in the concurrent list of the Draft Constitution of India.

11 The autonomy of the University should be maintained and the attempts which have been visible in recent years on the part of Governments to increase their hold on Universities should be minimised.

12. No major changes are called for

13 No major changes are called for

14 (a) Yes, particularly in view of the increasing tendency for non-academicians to get into the various controlling bodies of the University

(b) Yes, by the Chancellor acting in his individual capacity on the advice of the Vice-Chancellor

15 No communal University is envisaged.

16. On the academic side they have. In some Universities they have a share in the administrative side as here.

17 The limited representation now accorded to Local and Municipal bodies, etc. is desirable.

The association of industrial organisations may be helpful to the University particularly in connection with research of an applied character

18 The present system of elections has worked satisfactorily

19 The donor of this University does not have excessive powers according to the laws of the University

Oral Evidence

The Centre, Delhi, is far away from us. Even there, political patry is in power There also the political policy will prevail.

Taking into account the state of things as they are it might lead to friction. There should be no revision of the Act except on the recommendation of the Central Advisory Board of Education, which should be an independent organisation.

RAMASWAMI, PEDDADA.

Oral Evidence

The strength of our Governing Body is 23 Those who pay Rs. 1,000 or more are generally members of an Association and there are 200 such members. They elect 16 persons to the Governing Body The donors constituency which consists of nearly 200 members elect 15 or 16 members and these coopt the rest. Altogether there are 23 members. The Principal is one of the members ex-officio.

The staff is not represented. The University is not represented on the Governing Body So far we have received any Government grant. We are hoping to get some grant from the Government.

There is a Standing Committee of 5 members who practically carry on the day to day administration of the institution. The President of the Committee, the secretary and the Treasurer are all citizens of Bhimavaram so that the Standing Committee can work effectively The appointments to the College are made by this Committee.

The management is providing a good deal for the College viz., the cost of buildings, library laboratory etc.

The Management are making a payment of rupees between 30,000 to 35 000 for all the 4 classes put together including the Science section.

RANJAN.

Oral Evidence

The Vice-Chancellor should not seek the suffrage of his own teachers. If the Vice-Chancellor wants to seek the support of the teachers for re-election, it is not possible for him to be efficient and independent.

We will extend the term to 5 years, and then the incumbent shall not be eligible for reappointment. Different methods prevail in different universities. In the Allahabad University the Executive Council sends up 3 names to the Court, one of whom is elected. Supposing in the Executive Council there is a definite bloc consisting of the majority they can send one strong name whom they want to be elected and 2 dummies so that that one name is bound to be accepted. It is sorry state of affairs. The Court is not given the real chance to elect a person. If there is a single transferable vote, so that a strong minority in the Executive may also send one good name to the Court, then there would be at least good names for the Court to choose from, and it would go a long way to prevent the abuse.

If you leave it to the Chancellor we are certain that instead of getting academicians we may get politicians. The Executive Council has this choice of sending 3 names and you can canvass round half a dozen people more easily than 100 persons.

I would rather agree to the Chancellor exercising the power than to the Court. If the minority candidate is an academician it is open to the Chancellor to appoint the academician. The minimum will be had by this method of proportional representation.

There is a certain amount of bickering also about the election of Deans. I would suggest that if the Dean is appointed only for one year and that by rotation it will be fairly all right. The Deanship is only one of signing.

I would also suggest that the Heads of Departments should have more executive powers for their Departments. That will relieve a lot of correspondence work, especially on the Science side. Every indent for apparatus has to go to the Vice-Chancellor to the Registrar's office and then it goes to the Treasurer and comes back to the Vice-Chancellor and then the sanction is communicated to the Head so that there is endless correspondence. If they are allowed to minimise their correspondence and spend within the framework of the budget it might save a good deal of correspondence.

RANGACHARI, M. V K. K.

10. (c) Specific administration matters should be left to the Provinces and States for legislation and executive efficiently while the Concurrent List may allocate powers both to the Centre and the Provinces and States based on the above consideration of the responsibility of the former to co-ordinate the various universities in the Union and avoid needless duplication and waste of energy while the latter seek to provide for educational conditions suited to local requirements and material.

RANGAIYA, M. VENKATA.

6. (i) The arrangements are fairly satisfactory except in regard to the Vice-Chancellor

7 (a) Vice-Chancellors must be full-time officers. They must be paid a salary The dignity of a university requires such an office. But the salary need not be the same in all universities. Rs. 1,000/ will be quite adequate in small universities. It may go up to Rs. 2,000/ in the bigger universities.

(b) A uniform system in the sense that all universities should have paid Vice-Chancellors is necessary In places like Annamalainagar and Waltair it may not be possible to secure locally the services of honorary part time Vice-Chancellors.

(c) Yes. Undesirable and non-academic factors have intruded into university administration. Political parties and their bosses are naturally interested in setting up candidates for the office and in influencing the way in which he carries on the administration of the university In some cases Vice-Chancellors play politics to secure grants from Government and to get themselves re-elected.

(d) (1) In a unitary teaching and residential university the Vice-Chancellorship should go in rotation on the basis of seniority among the professors leaving it to the option of a professor to decline the office if he thinks that he is either unequal to the task or feels that it will interfere with his research work. This will remove all the evils resulting from election.

(2) Even in a federative university there will be a recognised set of professors and the above method may be adopted in appointing them as Vice-Chancellors.

(3) In affiliating universities Vice-Chancellors should be elected by the Senate once in three years. There should be a condition that no one should be elected to the office for more than two terms. Only persons holding some university degree should be qualified to stand as candidates.

The condition that no one should be elected for more than two terms is necessary

In the Draft Constitution of India—re-election of the same person as the Governor of a State or as the President of the Union or more than one term has been prohibited even though these are only nominal Heads of the Executive. The case for imposing a similar restriction is stronger in regard to the office of the Vice-Chancellor who is the real Head of the University Executive.

12. (i) The Senates of universities are at present unwieldy They also contain elements which are not connected even remotely with academic education. Because of their large size top-heavy expenditure is being incurred on the travelling and halting allowances of members attending their meetings. It is also more or less a truism that the larger the membership of a deliberative body the larger is also the proportion of members who are passive and who are satisfied with mere attendance at meetings. There is thus a strong case for reducing the size of the Senate of universities. For the business to be transacted in them it is not necessary to have more than 50 or 60 members.

From this it follows that there is no case for the system obtaining in the province of Madras under which local bodies—Municipal Councils and District Boards—elect representatives to Senates. Not only have they no academic interests but it is also through them that undesirable party politics are introduced into Senates.

Donors also need not be given a place on the Senate unless the donation is substantial—amounting to at least a lakh of rupees. Corruption has crept into the Senates of some universities as a consequence of donors of small amounts becoming members on them.

There are only two interests that require representation on the Senate. One is the educational interest and the other is the public interest. Teachers are producers of knowledge the public are in a way its consumers. No body else need be there. The public interest is best represented in three ways. One is by the election of 10 to 12 members by graduates of the university the other is by the election of a similar number of members by the legislature of the province through a system of proportional representation and the last by the nomination by the Government of the province. There should be no life members.

RAO G VENKATA.

10 (a) I favour the allocation of powers of control and legislation in relation to universities to the Central Government.

15 No. It is not desirable that any of the university bodies should be composed exclusively of members of one community or denomination.

16. Yes. Only in academic matters.

RAO, P RAM CHANDRA.

10. Only the Central Government should control universities and colleges also must be under Central Government. All private colleges have to be State-managed, emergently

13 (i & iii) Members of the Academic Council and Boards of studies should be sent direct from each college within the university The several Departments of the several colleges should elect, one each, to the two bodies. Nomination, by the university authorities, places these two bodies under obligation to the nominating authority which is not desirable.

15 No All communal odour should be done away with in the educational field and in the public life of India, as one of the bad heritages of the British rule.

19 Private donors may be honoured in a fitting way as by status, memorial halls, etc. but not by being given power to exercise over the affairs of the university

RAO, S. R. KRISHNA.

10 (a) I would favour control and legislation by the Central Government for the present. In course of time the subject may be placed in the Concurrent or Provincial Lists of the Draft Constitution.

17 The representation accorded in some universities to Local and Municipal bodies has not worked well. Chambers of Commerce and the Legislature may be given some representation. I am not in favour of associating any non-academic bodies with university administration.

RAO V C. VESVA.

4 (a) No.

(b) All universities should have jurisdiction throughout India.

7 (a) Paid full-time Vice-Chancellors.

(b) Yes.

(c) No

11 Virtually the universities with few notable exceptions are dependent on the provincial or central government, *though normally* they are autonomous. Methods must be devised by which the universities may have ample funds to carry out their programmes and must not be dependent on the whims and fancies of political parties in power

15 No

RAO V K. R. V

The type of university one favours depends upon the circumstances of each case but my own personal preference is for a federal type of university where Honours and M.A. teaching and research is organised by the university while corporate living and personality building are the especial functions of its constituent colleges. There will be room in such a university for specialised schools of advanced studies in each subject.

On the subject of jurisdiction, I am of the definite opinion that it should be regional and no linguistic with the proviso that every university should make special provisions for its important linguistics minorities.

As regards administration, I would urge the adoption of the principle that universities and colleges are corporations of teachers and should be, in the main administered by them. I would like as many places as possible filled on an *ex-officio* functional basis or on a rotational basis, rather than on that of election. Every university should have a *paid Vice-Chancellor who should preferably be a distinguished* member of the academic profession, and his term of office should be for not less than five years. Control and legislation in relation to universities should be concurrent subject, and there should be provision for a permanent Universities Tribunal which ought to undertake a periodic inspection of every university in the country

REDDY D S.

Oral Evidence

In the Andhra University area, the Local Boards and Municipal Councils are giving large contributions.

I should like that Income-Tax concession is given for contribution made by a person for educational purposes either to the University or to any other recognised educational institutions. The present procedure of listing individual institutions is very unsatisfactory I should like a general exemption being given.

RUDRA S. K.

Oral Evidence

The term of the Vice-Chancellor should be for one single period of five years and it should not be renewed.

I say the term should be for five years. I think three years is much too short a period.

I would like to say that Vice-Chancellorship must be confined to educationists, not necessarily heads of departments. When we talk of heads of departments we do not mean heads of departments of this university only They may be of other universities.

Regarding the suggestion that an educationist of eminance should be Vice-Chancellor for life unless he clears out himself, the situation in India is so dynamic that it will not work well here.

SAHAI, DR. HARGOVIND.

1 Only to a limited extent.

2. Unitary There is more chance of creating atmosphere, favourable for research and building up the personality of the alumni.

3 The control should be confined to a minimum but it should be sufficient to maintain uniformity in (i) Standards of teaching and attainment. (ii) Matters of discipline.

4 No

5 Yes.

6. In general there should be less of convassing and electioneering in matters of university appointments.

10. To the Central Government.

11 Yes. Universities should be autonomous bodies with the *minimum of governmental control.*

12. Only university personnel should be on (i) and (ii)—not necessarily from the same university The same for (iv) & (v)

14 No

15 No.

16. Yes.

17 No

18 No. Lot of energy is wasted in electioneering and the time could be better utilised in doing research. Non-university men should find no place in Selection Committees for teachers and perhaps the voice of the Heads of the Departments should count for more. It is admitted that a practicable alternative to election system is difficult to devise.

SAHU LAKSHMINARAYAN

4 (a) Yes, linguistic.

5 No

6. (iii) Pro-Chancellor is not necessary

7 (a) Honorary part-time Vice-Chancellor

(b) No.

10 (c) Provincial list.

14 (a) Yes.

(b) Yes.

17 No. Literary organisations may be represented.

18 No No man should be allowed to canvass.

SALAMAT ULLAH.

2. Unitary and teaching type of university is suitable for our conditions. This will simplify administrative and organizational problems, and will be more conducive to democratic functioning.

As the insistence on the residential aspect of university makes the management very unwieldy with increase in the number of students, university should be only partly residential. However there should be provided ample facilities for residential accommodation on the campus.

3 & 4 University should be autonomous with regard to its administrative and academic functions. But for the maintenance of adequate and comparable standards the work of various universities should be co-ordinated by organizations like the Inter-University Board whose status should however be advisory rather than mandatory

13 (iv) Examinations Committee has assumed a role out of all proportion to its usefulness with the result that teaching and learning have been conducted only to satisfy the requisites of the stereotyped examinations. To reform the situation a drastic change is needed. Ultimately the responsibility of evaluation of the work of students should be thrown on the instructors of the courses themselves.

15 The university bodies in general should be composed of the representatives of the whole community residing in a particular region the university seeks to serve. Obviously this will preclude exclusiveness of any religious or denominational group in the matter of representation.

17 University should be a true reflection of community life. Therefore it is not only desirable but necessary to associate with the working of the university all the organized groups in the community For this matter the Trade Unions and Labour and Peasant Organizations should also be represented on the university bodies.

19 In the universities which have been financed partly by private benefactions, there has been a marked tendency on the part of the benefactors to dominate and to interfere in the university affairs with injurious results. Therefore, the representation of such benefactors on the university bodies should be duly restricted.

SANTHANAM, HON'BLE K.

II A federative university is the proper type. Affiliating type may be unavoidable in certain areas.

4 (a) There should be two kinds of universities, one All-India like Aligarh and Banares, and the other regional, limited by local and linguistic considerations. Delhi University should be turned into the former type. There should be 3 more universities of All-India type in Central and South India.

(b) Regional universities should have definite territorial jurisdiction and should not come in conflict with each other

6 (i) Universities should not be burdened with ineffective and functionless bodies e.g. like Delhi University Court which met only once in last two years.

Senates are too large.

(ii) If the President, Governors and Rajapramukhs, under the new Constitution take active part as Chancellors, an Honorary Vice-Chancellor working in co-operation with the Chancellor and presiding at meetings of Syndicate etc. in his absence it would suffice.

10. The following powers should be left with the Central Legislature in regard to universities (a) the Constitution and control of All-India universities (b) the regulation of titles and standards of university education. All the other powers should be left with the provinces and States. To avoid confusion and conflict, University education should not be Concurrent subject.

11 To ensure greater independence of universities, Government grants should be on a 3 year basis.

14 The Chancellor should have limited power for making nominations to academic bodies.

17 There is a case for representation of Legislatures in the main administrative bodies, to voice that cause in the Legislature. I am strongly opposed to the representation of local and Municipal bodies Chambers of Commerce, etc. in academic bodies.

SARKAR, N K.

2. (a) (b) & (c) To stimulate research and promote higher studies a unitary university is definitely more useful that an affiliating university In a vast sub-continent like India higher education cannot be concentrated in selected centres only The cost would be colossal. Affiliated colleges should teach up to the Degree stage while university centres should concentrate on post-graduate teaching and research. The university should not merely be an examining or affiliating body but should establish right standards of scholarship and stimulate research.

A residential university with the teachers and the students living in the university compound, coming into intimate personal touch developing a corporate cultured life in an academic atmosphere is undoubtedly a great ideal a consumption devoutly to be wished for but the cost involved would be colossal. Such a heavy drain on the provincial finance at present would be hardly expedient. I would rather hasten slowly and suggest more liberal grants to supplement the income of the existing starving universities to enable them to canalise

their academic activities along new and fruitful channels. But we should not depend too much on State-aid. In English residential universities are maintained by endowments. Why should we always think in terms of State-aid? What are our capitalists doing with their surplus money? They should be heavily taxed and one way of securing exemption from such taxation will be to create educational endowments. The conscience of the rich should be awakened so that they may create endowments like Lord Nuffield at Oxford.

7 (d) The Vice-Chancellorship should be a whole-time office and therefore, necessarily a paid one His salary and status should be similar to those of a High Court Judge. I agree with the Sadler Commission that if the post continues to be honorary "a time will soon come when the Government will be unable to find men at once qualified and sufficiently leisured to discharge in addition to their duties those of the Vice-Chancellorship" Eminent educationists should be requested to shoulder this responsibility and their remuneration should not be less than that of a High Court Judge.

(11) Regarding the relations between universities and Governments and the question of university autonomy I agree with Mr Justice C. C. Biswas who rightly observes (*vide* Sadler Commission Report Vol. 3 Part I Page 225) "In academic matters the Government should have no powers of interference" Sir T B Sapru says, "I am strongly of the opinion that our Universities should not be run as departments of Government"

The Sadler Commission says that it should be possible to organise a university system which would ensure academic autonomy and at the same time secure to Government some general power of supervision without irritating intervention in the university's day to day administration. The Commission recommends very much limited Government control and says "Government should nominate some of the members not of the teaching organs but of the administrative organs of the university This is not merely desirable but necessary when the bulk of the cost of working the university is met out of public funds because Government is responsible for the proper use of these funds. But when it has nominated the best men available that should be enough, subject of course to a proper audit of accounts" These recommendations of the Sadler Commission appear to me as very reasonable.

SASTRI K. A. NILAKANTA.

7 (a) I strongly favour honorary part-time Vice-Chancellor

(b) The system of paid Vice-Chancellor has had the undesirable consequences mentioned.

(d) Election by Senate and Academic Council at a joint meeting for three years at a time.

10. (c) Concurrent List.

12. (i) Local bodies and even legislatures as also other special electorates should not elect to Court or Senate only Academic Council and registered graduates should be so some seats for nomination by Chancellor and for big donors may be provided but together they *must not exceed say 20 per cent. of the total seats on the body*

(2) To be elected by Senate or Court and Academic Council in equal proportions a few *ex-officio* seats and one or two nominations by Chancellor may also be allowed.

The changes proposed are meant to strengthen the role of the academic element in the conduct of University affairs, eliminate politics, and as far as possible ensure clear and impartial thought in the regular administration

SASTRI, VENKATARAMA.

Oral Evidence

I think it is desirable that a University may be allowed to have jurisdiction in an area where another University is functioning. It is desirable to consult the local University

The President of the Indian Union should be made a Visitor But under the present set up the power of the President will be of no use, as he will be largely controlled by elected representatives. I don't think the Governor of a province need be made a Visitor

Managing Boards seem desirable for Government Colleges also

I am totally opposed to non-academic bodies having any voice in the running of the University Such representation will bring political influences in the University I am having the Madras University in mind when I say this.

SAVOOR, DR. S. R. U

6 (iii) I do not think that a Pro-Chancellor is necessary

7 (a) The Vice-Chancellor should be a full-time Vice-Chancellor

(b) A uniform system for all universities is desirable.

(d) The Vice-Chancellor should be appointed by the Chancellor on the recommendation and election by the Senate for a term of three years and if re-elected should not hold office for more than two terms.

10. University education should be entirely under the control and legislation of the Central Government so that there may be one uniform policy of grants to universities. While there may be a minimum standard for the Pass degree for all universities, each University must have the freedom to have higher standards.

11 I do not think that relations existing between Provincial Governments and universities in those areas are satisfactory In order to make the academic life of Universities absolutely independent of local politics, I suggest that university education should be a Central subject.

their academic activities along new and fruitful channels. But we should not depend too much on State-aid. In English residential universities are maintained by endowments. Why should we always think in terms of State-aid ? What are our capitalists doing with their surplus money ? They should be heavily taxed and one way of securing exemption from such taxation will be to create educational endowments. The conscience of the rich should be awakened so that they may create endowments like Lord Nuffield at Oxford.

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SASTRI K A NILAKANTA.

7 (a) I strongly favour honorary part-time Vice-Chancellor

(b) The system of paid Vice-Chancellor has had the undesirable consequences mentioned.

(d) Election by Senate and Academic Council at a joint meeting for three years at a time.

2. (a) (b) & (c) Residential type is the best, provided there are sufficient safeguards against the following

(i) Improper choice of teachers due to sectarian interests,

(ii) Defective administrative structure,

(iii) Breeding of political intrigues to advance party interests,

(iv) Unhealthy control of non-academic donors and religious zealots over administrative and academic matters of the university Under the present context of things, feder ative type will be suitable.

4 (a) & (b) If a common language is adopted, and the standards of teachers and teaching can be raised to a uniformly high level, jurisdiction of a university should not be limited by territorial considera tion. This will rather bring about healthy competition and promote uniformity of standard. On the other hand if there be linguistic differ ences, such extension of jurisdiction may cause the growth of sectarian consciousness and generate forces.

5 If Governor-General or the President of the Indian Dominion becomes the Visitor of all universities, it will produce a healthy and unifying effect and the Visitor should have the power to call for re ports etc. provided this is done by a committee constituted under the Inter University Board and the Visitor will be the *ex-officio* chairman of that Committee.

SETTY K. SUBBIAH.

2. (b) Teaching and residential universities are no doubt the best suited to Indian conditions.

But, in some of our Indian universities, there should be specialisations also of different kinds of researches in food, cloth, dwelling, education and health i.e., medical aid, as per the requirement of the people of our country

5 Yes.

6. (i) Not fully satisfied.

(ii) (b) The Vice-Chancellor should be one of very high fame and great eminence, both national and international. He may either be nominated by the Chancellor or be one elected by that Senate through preferential vote system.

7 (a) A paid full-time Vice-Chancellor only is good.

(b) Yes.

(c) No provided men of the greatest eminence and fame of both national and international, are selected for the Vice-Chancellor's post.

8. (a) By personal inspections without any kind of previous notice

By seeing the research records, & theses and

By seeing the Lecturer's and Professor's lecture notes,—their diary of work done etc and also by casual inspection of the students records.

14 (a) Yes.

(b) Yes. Only persons of the highest eminence integrity

SHABDE, N G

2. Affiliating type is the best suited for the present for the country Residential type of universities should be established at a few important centres to maintain the highest standard and supply highly qualified staff to the other universities.

3 (a) Standing Committee to make periodic visits and submit reports and suggest methods for fulfilling the general objects.

4 (a) Territorial considerations only

(b) Only under exceptional circumstances.

5 Yes the President of India should be the visitor of all Indian Universities with power to call for reports etc.

SHAH, N M.

Oral Evidence

At present the constitution of the University provides in the Act that the majority of the members should not be academicians. I am strongly opposed to that policy as I believe that the working of the University Syndicate has undergone a radical change because of the presence of non-academic men many of whom have only a passing interest in university affairs. I know a number of them are not interested in the details of administration the practising doctors for example. They ask priority for medical questions and run away after that.

In the past before 1930 there was no statutory restriction that the number of non-educationists should be more than educationists. Under the present constitution it is 9 non-educationists and 7 educationists. Personally I don t want any restriction The best men should go in the statutory majority should not be there.

As regards method of election it is proportional representation. I was opposed to it because proportional representation was a method of election for political elections where minorities had to be represented. This method is at present being applied to educational institutions. In the elections to the Board of Studies, the method of proportional representation is followed where there are no minorities to be represented. I hold the view that the election to the Board of Studies should not be by proportional representation. I will give you an instance. Dr Mahajan was defeated in the election to the Board of Studies in Mathematics by a man who was a non-mathematician, because the other man had votes behind him. Fortunately this has not happened very frequently

I personally am opposed to these small universities on a linguistic basis.

Private colleges are today run by non-educationists lawyers and politicians, who try to treat the college teachers more or less like thieves. My college is a non-Government College A society runs it. There is a governing body on which 4 teachers are represented and 12 are outsiders.

All members of the Governing Body are recommended by the Sarojini Education Society There are no representatives of the University on the governing body Of the College teachers four are on that body

SHARMA, TULSINARAYAN.

1 2 & 3 In our opinion, Universities in India should be planned on the following lines —

Upto the under-graduate classes universities should be affiliating only and for the post-graduate courses they should be strictly residential. Post-graduate classes must be held in University alone, and the member Colleges should not be allowed to impart post-graduate education. The reason for the same is that it will be very difficult, nay impossible for all such colleges to appoint experienced teachers at a reasonable salary Also this system will go against a uniform standard of attainment of the students of the same university *Provision for library research* and tutorial work would be very meagre in such institutions as to impart post-graduate as well as under graduate education. Hence, the universities alone can and should impart post-graduate education. The university must maintain a strict control over the affiliated colleges in order to ensure a uniform standard throughout.

4 Normally the universities should not have overlapping jurisdiction, as it will inevitably lead to friction among different universities, and ultimately effect the people of the country by impeding the growth of a strong national sentiment. But any categorical answer to this question is impossible, unless we decide upon the medium of instruction at the university level. If the national language of the country be the medium of instruction in colleges and universities, then jurisdiction of the Universities should be decided by territorial consideration. But in certain cases, Universities specialising in certain branches of knowledge may have extra-territorial jurisdiction over institutions specialising in those branches of knowledge, e.g. if a University is established by the Government of India for imparting only Medical education, then important Medical colleges of the whole of India may be affiliated to it. Except, in such and similar cases, Universities should not have any extra-territorial jurisdiction.

10 It should be in the Concurrent List of the Draft Constitution

SHASTRI, REV T

2. In this vast country with scattered colleges we cannot do without Universities of the teaching and affiliating type like the Madras University Unitary teaching and residential universities are perhaps the better type. Where they exist, they are doing good work and will greatly improve with time.

4. (b) I can conceive of cases where a University should be permitted to have jurisdiction in an area where another University is functioning, for example, where a subject is taught in a college affiliated to the local university which does not provide for an examination in that subject.

5 The President of the Dominion of India should have visitorial jurisdiction. His power to call for reports and institute enquiries is a valuable safe-guard, though it is likely to be used only rarely

10 Universities should go into the Concurrent List of the Constitution. The Province should have jurisdiction, but Federal correction must be available when necessary

15 No one community or denomination should dominate any body of the university

17 Non-academic bodies like Local Boards and Municipalities and Legislatures should have no representation in the university

18 Proportional representation in elections to the university should be abolished. It is not in place in a university

SINGH, C. P N

Oral Evidence

My own idea is that the higher education may be managed and controlled in the Province, but some of the higher research work in specialised subjects of training should be co-ordinated throughout India by large grants from the Centre, so that duplication may be avoided. For example, Geology and Anthropology have very good fields in Bihar These may be centred in Bihar on all India lines. Certain number of costly equipments to be supplied and also the recruitment of scholars for research work should be made on an all-India basis—the proportion being fixed by the Centre.

SINGH R. K.

The Indian universities are governed by mixed bodies of teachers and nominees of professions, trades Legislatures and nominees of the State and except the last one they are elected by their respective constituencies. In this election lies the tragedy of Indian education. As has been pointed out by the U.P Universities Committee "voters organisation, when no issues of principle are involved always lead to one result—the monopoly of power by an organised faction or block." This is what has happened in our Indian Universities. The Vice-Chancellors, barring honourable exceptions, are the group leaders and care as

little for education as the groups which they have created or which have created them, the aim of both being monopoly of power and financial advantages.

Short-term Vice-Chancellor whether paid or honorary full-time or part-time, teacher or non-teacher are seldom more than chairman of Committees. The best of them may be able to help in the maintenance of an established tradition but they cannot create one. The secret of the success of American Universities lies partly in their acceptance of life Presidents. Each University has its builders, and they are a few Presidents. The builder of modern Harvard was Charles William Eliot who ruled over the destinies of Harvard for forty long years from 1869 to 1909 Well did he summarise his task at the first commencement over which he presided in 1870

"We mean to build here, securely and slowly a University in the largest sense."

And he did it. Those who know Harvard can imagine the full significance of his concluding remarks to Harvard students on the eve of his retirement

"The occupation which has been mine for a life-time has been a most pleasant one, and I regret that it is about to terminate. Forty years of service have been given to me in the pursuance of a profession that has no equal in the world (But) I don t like to have my coming retirement spoken of with regret. It is touching to find that feeling but I think it is something to be looked forward to with hope. We must all set to work to find some young, able, active man for the place. He can be found, we shall find him. We need a man who will take up this extremely laborious and extremely influential position with untiring energy and carry this University to a higher plane than it now occupies."

I envisage the following three types of Universities or institutions of higher education which should have the power to confer degrees.

i. Teaching universities.

ii. Federal universities.

iii. Autonomous colleges (As understood in the U.S.A. vide Ch. 11 of American Universities and Colleges, American Council on Education, 1948)

It is the last which needs a defence. This is the type of institution which existed in India before the formation of the Universities and this is the type whose growth was advocated by the Calcutta University Commission. But in course of time and, we hope in the course of no long time the more active and progressive colleges would wish to enjoy freedom to devise special courses suited to the needs of their own students or of their own districts. The suggested arrangement would enable them to do this. They would thus enjoy a growing degree of autonomy always under the tutelage of the parent university and would be gradually made ready to start on their own feet.

(vide Vol. IV part II P 357) It is however difficult to say in what respects it differs from a University In fact the two are in certain respects over-lapping. What I have particularly in mind is that the autonomous colleges should avoid much of the expensive parapher nalia that is usually associated with the University Educationally they should be small educational laboratories, whose key note should be flexibility and not rigidity and uniformity Persons with ideas should have the liberty to put them to test. The present position re duces individuals to the position of cogs in a blundering machine. One feels helpless and paralysed.

A degree of uniformity of standard can be obtained by the insistence of a minimum standard. The Provincial University Grants Committees wherever they exist could be converted into University Committee with enlarged powers and duties, one of which could be the coordination of standards. But if it is felt that some of the colleges are too weak to stand by themselves, a brief period of attachment to one of the universities, not necessarily on regional basis may be permitted.

SINHA, G

7 (a) If the academic bodies function well an honorary part-time Vice-Chancellor would enhance the status of the university

(c) These non-academic factors reflect flaws in our national life and are present everywhere.

10 (a) Central Government may advise and issue directives through the Inter University Board.

SONDHI, G D

All colleges teaching upto the B.A. degree should be converted into first class high school

The period required for B.A. studies should be reduced to 3 years after matriculation. Post-graduate (in M.A.) studies should be under the University covering a full two years course.

If the above scheme is not approved then our choice should lie between affiliating and federative types. The poverty of India forbids the extension of unitary and residential type.

SRI RAM.

1 Not very far

2. (a) (b) & (c) For an interim period all the three types ought to be allowed to continue later on, the affiliating ought to give place to the other two types.

4 (a) Yes, in particular cases where it is both convenient and desirable.

(b) No great harm can result from the University having extra territorial jurisdiction a good example is the control exercised by the old Punjab University over the Lady Hardinge Medical College, New Delhi.

6. (i) No.

(ii) (b) & (c) I would suggest the selection of the Vice-Chancellor nd the Pro-Vice-Chancellor by a Committee presided over by a Judge f the Federal Court consisting of two members of the Federal Pub- c Service Commission a representative each of the Parliament, the cademic Council, the Executive Council, the Inter University Board nd a representative of the Colleges in the University

(iii) No.

7 (a) Paid full-time, Vice-Chancellor

(b) No. There should be no monotony and new experiments are ecessary

(d) See (6) (ii) (b) & (c)

9 (a) Yes. But not by Statutory enhancement of power but by etting a good example himself.

14 (a) Yes.

(b) Yes, but not necessarily on the advice of the Vice-Chancellor

15 As far as possible, no.

16 Yes. But they should exercise it with due regard to academic, in pereference to personal interests.

17 The representation accorded to Industrial and Business Interest has been meagre. Legal and Medical interests have been considerably over-represented. The result has been that there has been atisfactory expansion in legal and medical education but the output of technical and commercial graduates has been disproportionately ow

Oral Evidence

The present method of electing the Vice-Chancellor has not worked satisfactorily It is undoubtedly true that the Universities should have the very best men. If you get a small body representative of general academic interests that might result in the selection of a proper Vice-Chancellor He must be a full-time paid man because the work is increasing like anything.

SUBRAMANIAN L. R. S.

3 I wish that all universities are mainly teaching, residential and research institutions.

I am not in favour of the affiliating type. Such universities should be retained only so far as the teaching and residential types cannot, having regard to want of resources, be brought into being. Whether the university is called unitary or federal, the students will have to be grouped in manageable numbers for purposes of residence, supervision, discipline etc. I would ordinarily not have more than 300 in one Hostel Hall or College, howsoever it may be called. Of course, a university will have many such Halls, or colleges. I would also wish that the students in such Halls are not all pursuing the same course of

studies they should be young men pursuing different courses, so that by common living it is possible for them to fertilise the minds of each other to cultivate a liberal outlook and to have a broader culture.

I would never have the Halls or colleges as rivals to the universities. They should be parts of the university controlled by it.

(7) Ordinarily every university should have a paid Vice-Chancellor and he should be a full-time Officer with long academic experience. He should ordinarily be not more than 60 There is no need for a Pro-Vice-Chancellor such an office has not infrequently led to misunderstanding and confusion.

It cannot be said that merely because a Vice-Chancellor is paid and full-time that undesirable factors or influences set in nor can it be said that such influences or factors come in merely because of honorary Vice-Chancellors. That atmosphere in a university is largely dependent on the personality and abilities of the individual Vice Chancellor paid or unpaid whether he is wholly an academic person or a public worker

SUBRAMANYA, SARMA.

10 To guarantee a uniform policy the Central Government must have powers of control and legislation.

12. (i) Representation in the Senate of unacademic bodies like Municipalities and District Boards should be discontinued.

14 (a) Nominations should be confined of persons with special academic or technical qualifications.

16 They should have more freedom, power and responsibility than they have at present.

17 Non-academic bodies of any kind should have no representation.

SYED DR. M. HAFIZ.

1 In my opinion the different types of universities, both the affiliating and the unitary teaching and residential universities have played some useful part in so far as they have helped in advancing the cause of higher education in fitting young men for entrance into public services and other occupations. In the several residential universities existing in the United Provinces, the ideal of association and contact of the teachers with the students has not been attained. The fact of the matter is that after University lectures, very few teachers ever find time, or care to associate themselves with their pupils. Even the Wardens and superintendents of the hostels do not meet their wards as often as they should. Our universities have made provision for teaching in a mechanical way The teachers of the University do not consider it an essential part of their duty to spend sufficient time with their pupils.

6 In view of the fact that I stand for unitary teaching system, a whole-time Vice-Chancellor fully equipped with experience, and high attainments, and having had experience of teaching and research and other internal working of the university, possessing sufficient administrative capacity should be nominated by the Chancellor and not elected, for the reason that elected Vice-Chancellors are always afraid of their constituency

7 (d) The Vice-Chancellor should be appointed by the Chancellor helped by a committee of three expert educationists of all-India fame on a salary of Rs. 2,000 p.m. and for 5 years only

THADANI, N V

1 There are two main types of universities in India —

(a) Affiliating and

(b) Unitary teaching and residential.

The third type, the federative type, is peculiar only to Delhi. A number of universities have, however tried to utilise College talent for university work at the post-graduate stage but I am not sure if they have succeeded to any large extent. The affiliating type has, in the main, fulfilled the object aimed at but I am not sure if the unitary teaching and residential type has been so successful. The federative type, as at Delhi, is still in the making, and has not been fully tried.

2. In my opinion the federative type would be the best for small universities, and should take the place of unitary teaching and residential universities. The affiliating type cannot be so easily replaced.

3 (a) It is not quite easy to exercise control and supervision over colleges and other institutions by Universities of an affiliating type.

(b) In the unitary and residential type, the university itself is a large college, and so the question of supervision and control by the University as such does not arise.

(c) Federative type —The control and supervision of Colleges and other institutions of a federative type is likely to present certain problems of its own. As the colleges are closely associated with the university in matters both of administration and teaching, supervision and control can easily be made effective. The autonomy of colleges should be preserved, for that is the very essence of the federative type.

4 (a) The jurisdiction of a university should ordinarily be limited by territorial and not by linguistic considerations.

(b) It is not desirable that a university should ordinarily have its jurisdiction in an area where another university is functioning.

5 I do not think the interest of co-ordination or higher education would be served by having the Governor-General or the President of the Indian Dominion as the Visitor of all Universities with power to call for reports, and institute enquiries, if and when necessary

6. (ii) (a) *Chancellor*.—Under the existing constitution of the Universities the Governor of a Province is the *ex-officio* Chancellor of the University In case of Delhi, it is the Governor-General.

In my opinion, the time has now come when this official association of the Head of a Province with the University may come to an end.

(b) *Vice-Chancellor*.—The Vice-Chancellor in some Universities is a nominated one, and the appointment has generally been limited to public men or Judges of High Courts. In a number of Universities the Vice-Chancellor is appointed on the recommendation of the Executive Council (Syndicate) or the Court (Senate) It seems to me that the time has come when distinguished Professors and Principals might fill this office.

7 (a) I would favour an honorary part time Vice-Chancellor

(b) I would favour a uniform system for all Universities if the unitary type can be modified into a federative one. If however the unitary type remains as it is, it would need a full-time Principal or Vice-Chancellor

(d) I do not think the method of election is satisfactory In any case, if there is to be an election it should be by the Senate or the Court and not by the Executive-Council or the Syndicate, as is the practice in some Universities. I should prefer the appointment of a Vice-Chancellor from a panel of senior Professors, Deans and Principals who should take office by rotation and for a limited period not exceeding three years. The Vice-Chancellor should be honorary but may be given a certain entertainment allowance, the use of a motor-car and a free furnished house.

10 The subject of powers of control and legislation relating to Universities should be in the Concurrent list of the constitution of India.

11 The relations between Universities and governments refer to two main questions —

(a) Finance and

(b) Legislation.

In regard to finance, there should, I believe, be a block statutory grant supplemented by recurring grants for specified purposes and Government control should be exercised mainly through audit.

With regard to legislation the Universities should, I think, be allowed more latitude than at present in making their own statutes and ordinances and regulations subject, of course, to the provisions of the Act.

12. (i) The constitution of the Court could be improved by giving a larger representation to teachers it is only 10 at present as against 25 registered graduates. The nominated element may be reduced, and the number of public bodies entitled to representation may be increased.

(ii) *Executive Council or Syndicate.*—The constitution of the Executive Council in the Delhi University is well suited to a federative type.

13 (i) *Academic Council.*—It should have a certain representation of teachers of the University other than Professors and Readers.

(ii) *Faculties.*—I believe, the strength of certain faculties should be increased from 10 to 25 members.

TRIPATHI, DR.

The Vice-Chancellor can continue from one term to another and to ensure his position in a future election he manipulates things. For that very reason in all appointments he interferes unnecessarily and if he has the majority he can be absolutely certain that his nominee will pass through. Therefore these two are the important reasons why he wants to keep his majority

Here the Vice-Chancellor is a very eminent teacher of the university Since he is acting as an integral part of the university he knows the working of the university If he starts working he does not start with a clean slate and he can quickly tackle all questions. If he stays for more than three years it means that for other people there is no hope. *In three years if a man wants honestly to do anything, he can* leave a mark and also a tradition which will probably be useful to the succeeding Vice-Chancellor A longer period is not desirable and the difficulty which my colleague, Mr Rudra, visualised was due to the fact that sometimes outsiders with no experience of university life came because they had some outside influence and they found that they were at sea. For one year they had to get acquainted with the university work.

I think a person who has actually gone through the mill, worked in the university done some intellectual work and has experience of certain departments is likely to start his work better

I am definitely against the appointment of the Vice-Chancellor by either the Governor Legislature or any body else. It is impossible also to give up the principle of election altogether What we may do is to take the three or four seniormost teachers of the university who have also worked as heads of departments and from that panel there should be automatic selection. Automatically he should go straight to the post. If you don't do so and the appointment of the seniormost man is open to canvassing, he may not be able to command the confidence of the staff and members of the university He may not himself be really very competent for carrying out some of his duties. After all, others judge whether he is competent.

The appointment of brilliant man appointed straight away is a very rare case. But simply to provide for a rare case to introduce a principle which is likely to cause more harm will not be good. If there are 18 departments, then it will be a scrable between 18 persons.

If a person is made Vice-Chancellor for a very long time the intellectual life is likely to fall into a rut and become stereotyped. The second defect about it is that he will not give an opportunity to other men with ideas who are really anxious because they have served a particular university for a very long time and they are anxious to do something for the university They must then seek some other place where there is a vacancy Time and place will have to be taken into consideration.

As regards choosing one from a list drawn up by Inter-University Board if the university is really to be the home of education, if it is to be a Gurukul, it would be very difficult for an outsider to come and within a short time to create that moral and personal influence which is very necessary to carry on successful administration. In universities we can t take nominees of employment exchanges. For instance Dr Pranjpaye was great educationist, a senior wrangler But his period of office as Vice-Chancellor at Lucknow was extra-ordinarily difficult.

Regarding freedom of the University I have personal experience of this University There is a proposal now that whenever an appointment is made it must first be sanctioned by the Government. There was no such provision before. Before the University was allowed some money and freedom was given to it in matters of appointments.

UNIVERSITY COLLEGES, WALTER (PRINCIPAL AND DEPARTMENTAL HEADS)

2. In India as at present, we shall always need the following types but not all Readers.

(i) Affiliating

(ii) Unitary teaching and residential

(iii) Mixed.

India is a vast, largely illiterate country and it cannot be easily covered by unitary universities alone.

3 Control over affiliated colleges is especially necessary to ensure (i) *the appointment of an adequate number of well-qualified teachers* (ii) reasonable service conditions for them (iii) sufficient accommodation for students and staff, and library and laboratory facilities and (iv) fair provision for hostels, playgrounds, and residential quarters for the Principal, the Warden of the Hostels, and at least a few other members of the staff.

Control over the Colleges in a unitary University is necessary to ensure proper standards in teaching and examination. This can be done by the appointment of a few distinguished "outsiders" as members of Examination Boards and Boards of Studies.

4 (a) With a unitary University this question does not arise, because residence in the University centre is the primary condition. As for the affiliating type, its jurisdiction may be limited territorially for this is easy to determine—but not linguistically

(b) A University should not have jurisdiction in an area where another University is functioning. But, in certain specified cases, "Private" students in non-Science subjects though resident in one University area, may be permitted to sit for examination below the Honours standard conducted by another University

5 Yes, it is highly desirable that the Head of the State should be the Visitor of all Indian Universities, with sufficient powers to make his position more than merely nominal.

UNIVERSITY TEACHERS ASSOCIATION, ALLAHABAD (WORKING COMMITTEE)

2. (a) *Affiliating universities* must exist to cater to the needs of a large number of colleges scattered far and wide. India is a vast country and facilities of higher education must be available to middle class families in educational centres not too far removed from their places of residence.

(b) *Unitary teaching and residential universities* have a higher standard of teaching, offer better facilities for research and have a more intellectual and cultural atmosphere than affiliating universities. But if the day-to-day teaching of under-graduate classes could be transferred to local constituent colleges with only a course of general lectures on various subjects to be delivered at the university by university teachers, and if only post-graduate teaching were concentrated at the university it would be much better

3 (a) *Affiliating type.*—(i) *Control of appointment of teachers.*—One representative of the university to be a member of the Selection Committee in each college, and every appointment to be subject to the final approval of the university

(ii) Approved scales of pay must be paid to teachers.

(iii) Recognition not to be given unless a college has sufficient funds to pay its teachers, buy books and laboratory equipment and make other necessary arrangements.

(iv) Serious grievances of teachers should be referred to a Tribunal consisting of one representative of the college, one representative of the teacher concerned, and one representative of the university

(b) Absolute.

4 (a) Territorial, not linguistic considerations.

(b) No. The limits of territorial jurisdiction should be fixed by statute.

5 Yes, highly desirable.

6 (i) No.

(ii) (b) Vice-Chancellor should always be an educationist who has experience of higher university teaching.

(c) Pro-Vice-Chancellor No need in residential universities if there is a whole-time and paid Vice-Chancellor

(d) Treasurer should be honorary and be appointed for a definite term—3 years or 5 years.

For the rest *status quo* to be maintained.

(iii) No

7 (a) Paid full time Vice-Chancellor in unitary teaching universities.

(d) No. Uniform system in the same *types* only

(c) The system of paid Vice-Chancellors has not normally led to the intrusion of undesirable and nonacademic factors into university administration at Allahabad.

(d) The duration of the Vice-Chancellor's term should be two years. He should be elected by rotation from among the Deans of Faculties according to their seniority of (total) service in the University provided that no Faculty shall have a second chance until the whole cycle has been completed. While the Head of a Department is working as a Vice-Chancellor the senior Reader in the Department may officiate in his place and the Head may revert to his substantive post after the expiry of his term as Vice-Chancellor

The Deans of Faculties should be elected from among the Heads of Departments in their faculty by rotation according to seniority of (total) service in the university provided that no department shall have a second chance until the whole cycle has been completed.

9 (a) No. He has enough control already

(b) Does not arise.

10. (c) Concurrent List.

11 (1) Provincial Governments do not sufficiently realize the importance of higher education.

(2) Provincial Governments must accept *in toto* the recommendations made by the University Grants Committees appointed by them.

(3) The Central Government should give supplementary grants for special purposes.

12 (i) *Court*.—Only the Minister for Education and the Minister for Finance should be *ex-officio* members of the Court, not all ministers.

(ii) *Executive Council*.—Two representatives elected by the Academic Council to the Executive Council should be from the junior cadre of teachers, so long as various grades of teachers exist.

(vi) *Muslim Advisory Board* should be abolished.

13 (ii) *Faculties*.—(i) All Heads of Departments to be members, but not all Readers.

(b) One representative of each department, besides the Head, to be a member by rotation according to seniority of service, not by election.

(iv) Examination Committee to be abolished. There should be e Results Committee, and separate Boards of Moderation for each bject.

14 (a) Yes, as at present.

(b) Yes.

15 No never All communal and denominational institutions anced by government should be abolished.

16. Yes. But we would recommend that university teachers of the nior cadre should have greater representation in the various bodies the university Being younger in age, and being in more intimate ontact with the student world, they can make a distinct contribution to e University

17 *Not* necessary but desirable. We *do not advocate the associa* on of other non-academic bodies with university administration. For w the present *practice of associating the Bench and the Bar with the* university should be continued.

18 No. Wherever possible, the principle of rotation should be pplied to avoid monopoly of office by a few individuals and to give a ir chance to every member of the university

(a) *Academic Council*.—Elections from the constituencies of eaders and Lecturers should be abolished and instead, the principle f *rotation according to seniority of service* should be accepted.

(b) *Deans*.—Heads of Departments should become Deans of Faculties by rotation according to seniority of (total) service in the university rovided that no department shall have a second chance until the hole cycle is completed.

UNIVERSITY TEACHERS ASSOCIATION ANNAMALAI UNIVERSITY

Oral Evidence

My personal opinion, so far as the appointment of the Vice-Chancellor is concerned, is that if the term be fixed at 5 years and if he Vice-Chancellor *is* to be there as such for only one term and not nore, then it would work well.

The present mode of election is satisfactory as far as we are able o see, it has worked well. (one member)

It has worked satisfactorily for the first 3 years. The general opinion of the Association was different.

Because the power of nomination rests with the Pro-Chancellor he Vice-Chancellor *is* inclined to carry out the desires of the Pro-Chancellor if there be conflict between the University's interests and he wishes of the Pro-Chancellor My modification is the present three years term be extended to 5 years. But after that, make the incumbent ineligible for the next term. I would give the Pro-Chancellor power to nominate the Vice-Chancellor because he has given endowment to the institution and it is practically a one-man University

So far as the opinion of the General Body of the Teachers Association is concerned it is for a whole-time paid Vice-Chancellor who should be elected by the Senate.

I think if the Senate sends a panel of three and the Chancellor nominates one of the three, it might be better (one member).

URS NANARAJA.

Oral Evidence

We may have the Head of the Dominion as the Visitor but the initiative must always be from the provinces.

VAD DR. B G

Oral Evidence

In starting the colleges, the universities ought to be more autonomous free from interference from Government. (Then he cited the instances where Government granted affiliation to a medical college in Ahmedabad against the recommendation of the University)

All your recommendations for affiliation are subject to the approval of the Provincial Government. I would like the University to have more effective authority

VAKIL, C. N

The jurisdiction of a university should not be limited by linguistic considerations. Territorial restrictions may have to be put for the sake of convenience though this should also be elastic in certain circumstances. For example, an institution located in an area outside the territorial jurisdiction of a university may be affiliated to the University. In order to avoid dual control or friction, it should be laid down that such an institution should not be affiliated to more than one university

It is desirable to have a full time paid Vice-Chancellor who can devote the requisite time to university work. The practice of honorary Vice-Chancellors has led to the intrusion of non-academic factors into university administration. As in other walks of life, lawyers or High Court judges have often been appointed Vice-Chancellors. This has resulted in a legalistic attitude on the part of many Provincial universities sometimes at the cost of real academic work. The Vice-Chancellor may be appointed by the Chancellor from a panel of 3 persons to be selected by the Syndicate.

It would be desirable to give powers of legislation in connection with universities to the Central Government in the interests of uniformity of higher education and the development of national outlook among the educated, provided no rigidity is insisted upon in the name of uniformity

It is desirable to eliminate non-academic influence as far as possible from university bodies. Appointments to university bodies should be as far as possible *ex-officio* thus reducing the element of election, unless absolutely necessary For example, all teachers in a university of a

certain standing should be *ex-officio* members of the relevant Faculty They should divide themselves into Boards of Studies according to subjects, each Board having the power to coopt certain number of qualified persons on the Board with the approval of the Faculty Each Board should have power to send one representative to the Academic Council.

The present system by which certain Government officers are *put ex officio* members of the Senate is not helpful. So far as nominations are concerned, the number should be small and it should be clearly laid down that nominations should be made only in the case of distinguished persons in any branch of learning and not for communal or other purposes of a political nature.

University Professors and teachers do not have at present adequate power and responsibility in the conduct of university affairs. In affiliated universities like the Bombay University Principals of affiliated colleges have in practice obtained power Efforts are made to treat university Professors and teachers as servants of the university and any attempt on their part to be elected to the Syndicate is discouraged and looked down upon. This idea has been carried to the extent of a legal bar in the Poona University Act by which university Professors cannot become members of the Syndicate on the ground that they are university servants. This pernicious principle may be adopted in the case of legislation by which Regional Universities are likely to be created in this Province unless pointed attention to the undesirability of doing so is drawn in time by the Commission.

It is unnecessary to have representation for Local and Municipal bodies as well as legislatures in universities. There is room for commercial and industrial bodies to have association with University administration.

Oral Evidence.

The Vice-Chancellor may be chosen from a panel of persons selected by the Syndicate. Some form of a democratic election is necessary as otherwise there will be wire-pulling.

At present teachers and professors have not strong voice in the university affairs. Any attempt on their part to be elected to the Syndicate is discouraged. There is no legal bar as such, but yet a convention has been set up by which university Professors cannot be members of the Syndicate.

I was a member of the Syndicate elected in the ordinary way from 1933-36 and I have found that there are certain groups. Either you have to align yourself with one group or another or you incur the displeasure of one group or another even without your knowledge.

Under our constitution, the Syndicate has a non-academic majority There are nine non-academic men and several academic people. Then we have the Vice-Chancellor and the Director of Public Instruction as *ex-officio* members. During my membership I found that instead of

being useful to my institution, I could not do anything. When the period expired I refused to seek re-election and I was congratulated by some people on my decision. There is a feeling in some quarters that University Professors cannot be elected to the Syndicate because they are servants of the University I think it is a pernicious doctrine.

I should like to lay down certain qualifications for the Vice-Chancellor but the tendency to appoint the Vice-Chancellor from among the business community is not a healthy one. I would emphasise that the Vice-Chancellor should be an academic person. So far the University was dominated by lawyers. In future it will be by politicians. There should be some provision whereby only academic people only are appointed as Vice-Chancellors.

VARADACHARI, S.

Oral Evidence

Any control or interference should be vested in a Statutory Body representative of Provincial universities and other bodies and complete authority should be vested to that body to legislate or interfere with universities when they happen to go wrong. Power should be taken out of the central or provincial governments. The controlling body should have nothing to do with the financial side. The statutory body should be set up. The Centre does give grants to provincial universities. Advanced research is a subject which is now under the Central List and it is not possible for provincial governments to finance these big advanced research projects. It will not be possible for an All-India Body to deal with all institutions. Grants to educational institutions should be controlled by a single body But there should be some controlling factor at the Centre.

We have seen universities where there have been interference by government. It was not legislative. Some kind of pressure is being brought to bear upon them. There is the University Grants Committee which distributes grants for 20 universities—a non-official body These funds are necessary if they are to embark on developments. When things go wrong, a Royal Commission is appointed by Government. What is needed is that the interference of the local or central government should be taken away even in ordinary matters like the admission to colleges.

VEERABASAPPA

Oral Evidence.

The Vice-Chancellor must be appointed and he must be a full time officer not guided by any party politics. The Vice-Chancellor must be academically reputed.

The Government must not interfere with the University though a portion of the revenue of the State is given for the University As the Government gives some funds, they may have some check or control

financially and not on academical matters. There must be no political influence prevailing in the university The Government ought not to interfere, as the Government will be of some party and that party will influence the university if it is in power

VISVA BHARATI.

2. Mainly the unitary type The federative type may be useful in certain areas where a number of small universities find themselves unable to function properly unless strengthened by mutual co-operation. The affiliating type may be allowed to exist only during the period of transition.

3 Constitution colleges under the last-mentioned systems should have a large amount of autonomy a strong representation on the Academic Council (Senate) They should however submit to an inspection which will serve in an advisory capacity

5 Such power should not be given to the President of the Indian Dominion—the President may appoint a body of Inspectors who may from time to time visit the universities in an advisory capacity with a view to maintaining a uniformity of standard and suggesting improvements.

6 (i) Present system of administration with Governor as Chancellor and a nominated Vice-Chancellor is most unsatisfactory This should be discontinued The Academic Council of each University should elect its own President.

10 (c) Yes.

14 (a) No.

15 No.

16 No.

17 Not necessary No non-academic body should have any such representation.

18 System of election has not been given fair trial on account of non-academic elements in the University which have been generally more powerful than the academic element.

19 Benefactors and donors should not have any statutory powers.

VISWANATHA, A.

10. I favour allocation of powers of control and legislation to Central Government and prefer the inclusion of the subject in the Concurrent List of the Draft Constitution of India.

WADIA, A. K.

7 (a) Paid full-time Vice-Chancellors, if they have had experience of teaching in universities. If a Vice-Chancellorship is to be looked upon as a reward for political or public work, it may be honorary but educationally this is unsound, though it is far too common in Indian universities.

(b) No.

(c) Yes.

(d) A Vice-Chancellor should be appointed for a term of 3 to 5 years 3 in the first instance, 2 more years if he has justified his appointment. The Senate may suggest these names to the Chancellor who will appoint one of the three nominees. It is desirable to lay down the qualifications of a Vice-Chancellor so as to ensure proper academic standards.

11 Since the universities are to be financed by the Government, it is but fair that the Government would have this right to see that the university administration is carried on on efficient lines. The particular danger to be guarded against is the appointment of people on communal or provincial grounds to the detriment of academic standards.

13 Many universities have degenerated into a scramble for examinerships. Selection of examiners should be left to the Boards of Studies, and actually made by the Syndicate. It should not be left to the Academic Council, which is far too large and irresponsible for this purpose.

Boards of Studies should be nominated by the Syndicate and not left to the Academic Council, as the principle of election has been grossly abused.

Rigid rules should be framed as to who should be examiners and how long and how many papers they can value with efficiency

14 (a) & (b) Yes.

18 The system of election has worked most unsatisfactorily It has led to the creation of caucusses and parties, that have sacrificed the interests of the university for their personal benefit or the benefit of friends and relatives.

WADIA, P A.

Under present conditions India cannot dispense with examining Universities with a number of affiliated colleges. From my experience of Bombay Province, however I feel I have some justification in observing that the location of the affiliated colleges should be strictly watched and they should not be allowed to grow up in places where there is no academic atmosphere, where intellectual contacts are very limited and where the limited resources of the founders starve the colleges of even the elementary need of higher education in the shape of libraries, scientific equipment and so on. There would not be the same objection to opening of such institutions if they were transformed into high schools serving as feeders to a University

Universities based upon linguistic considerations imparting education through the medium of regional languages are definitely harmful to the larger interest of the country So far as Bombay Province is

concerned I can confidently assert that linguistic universities in Gujerat and Maharashtra will only accentuate separatist tendencies already prevalent.

Under any circumstances it is not advisable to combine a teaching and a residential university with an examining university.

Any University body composed exclusively of members of one community is fatal to the very life of the University. Even where university bodies are composed of members of different communities as in Bombay these community groups subordinate academic considerations to group interests.

17 Representation accorded to Local and Municipal bodies and to Chambers of Commerce etc. has been exploited by political parties to the sacrifice of academic interests.

18 Election to the University even by graduates have been scandalously abused as in recent elections in Bombay where the graduates returned to the Senate as members, a professor who was discharged from Government service because he was found guilty of illicit practices by the University. This does not mean, of course, the elections should be abandoned in favour of nominations which are liable to greater abuse.

19 Donors who finance university activity should never be allowed to have any voice in University affairs. Such power given to donors will be used for party purposes or for driving away socialist-minded professors by capitalists or capitalist-minded professors by socialists.

Oral Evidence

I was connected with the Bombay University for nearly 25 years as a member of the Senate and for nearly 12 years on the Syndicate and on the Academic Council. I have always felt that the affairs of the University are conducted with a view to elections, because elections bring to the Professors a subsidiary income as examiners which, as they are poorly paid, they always look forward for supplementing their income.

REPRESENTATIVES OF THE WILSON COLLEGE ST XAVIER'S COLLEGE, G S. MEDICAL COLLEGE ELPHINSTONE COLLEGE, RAMNARAIN RUIA COLLEGE.

In a city like Bombay where we are better organised and where we can get a large number of expert teachers, teaching must be of a high standard. Yet we have not been able to send up good men. The real difficulty lies with the University. Everything is based on election to the Senate from which faculties are drawn which to my mind is entirely wrong procedure.

I am afraid after the independence, fissiparous tendencies are rampant. Provincialism is on the increase. Various Regional Universities are being established. All these things will lead to accentuation of the

spirit of division. The correct thing to do is the establishment of a Federal University where ideas of unity and the oneness of the Indian nation would be inculcated in the minds of the Indian people.

Most of our Universities are run on party lines. The result is that changes are made by votes with the result that our curricula and courses are in a muddle.

I find that our opinions are not invited at all I have written a number of letters on certain subjects but many a time these letters are not circulated amongst the members of the Board of Studies. Action taken if any is very inadequate For example we have not a new course introduced for examinations to be held in April for B.A. The courses were not properly laid down in some of the subjects to which I have drawn attention. At the end of the first term we got a circular from the University telling us about some new books which are not available in the market. This I think is due to the party system.

I am Chairman of Board of Studies in Physics. It is limited to people in the faculty There are politicians in that.

The academic governing body which is the *de facto* body which really has the initiative in all academic matters and that includes the determination of salary scale and payments is entirely composed of teachers. There are five elected members by the staff as a whole. The others are consist of certain Christian members of the staff who belong to our church or mission in England. There is also the mission council or a section of the mission council on which there are those members of the mission council who work in the college. We are in the process of what is called a change over at the present time in control and management, and there would be no difficulty whatsoever in having representation of the University even on what I might call the Supreme Governing Body (Dr Kellas, Principal, Scottish Church College)

On principle we would have no objection to the University having representation. (Principle St. Xavier s College)

We would have no objection whatever for non-christian to come on the governing body As a matter of fact, one representative of the staff a non-Christian is already on the governing body (Principal Addy)

Every College has got a Professor s Council which is composed of the entire body of teachers and they also exercise some sort of influence upon the affairs of the College. (Ghose Principal Presidency College)

They have contributed to the spread of education in a greater way than Government managed institutions. In a province like Bengal one single college or two cannot cater to the educational needs of students, and these private colleges during the last 50 to 100 years sent out brilliant public men and women in every walk of life and their services are inestimable. Had there been no such private colleges instead of 7 per cent. literacy possibly there would have been 1 per cent. literature men now a-days. (Principal Chowdhury)

Private colleges cater to the needs of a very large majority of students, possibly more than 75 per cent. of the students. Some of these colleges are located in the mofussil and some in Calcutta. The greatest colleges are in Calcutta and the student population biggest in Calcutta and so far as these Calcutta big colleges are concerned there is no question of any government grant annually. They absolutely depend upon the income and the little endowments that some benefactors have given. They really depend on the fees and the sacrificing spirit of the teachers. (Principal Chakravarty Surendra Nath Banerjee College)

KATRE, DR. S. L.

2. The following types are best suited —

(a) Affiliating.

(b) Unitary (Teaching and Residential)

The two types are essential because a Unitary University cannot serve the needs of a large area and cannot be opened in large numbers. For Colleges in small towns and cities there should be affiliating Universities. I am not in favour of a University which is both teaching and affiliating like the University of Saugor

4 (a) No. It will be a grave mistake to do so. It will lead to regionalism in the cultural life of the country which will adversely effect the political and national life. It will mean cutting the country into as many parts as the Universities organised on linguistic basis.

(b) No.

5 Yes. This will mean some sort of a control on the educational life and activities of the country by the Central Government which is necessary for the country's political unity

6. (i) The present arrangement is not satisfactory and has been to an extent responsible for the present state of affairs—inefficiency inactivity and confusion. There should be a clear cut division of functions, which should be exercised by different authorities created for that purpose.

(ii) He should be performing his functions actively and must not be a *nominal functionary or a figure-head.* The present chancellors are more or less ornamentals and this ornamentation should go.

(b) There must be some uniformity regarding the appointment, term and functions of the Vice-Chancellors At present many of the Vice-Chancellors are given wide powers and functions, the University and devoted to learning.

(3) No particular methods for this are necessary If he is a man of intelligence, he can know this without difficulty and if he cannot do so he is unfit to hold that office.

9 (a) Yes. He must maintain a record of their work and their earning an increment. Crossing the efficiency bar and promotion should depend on that. He must be given power to impose punishment by dismissing a teacher if his inefficiency is proved. But this should be done after a regular enquiry by a tribunal appointed for the purpose. The person should have an opportunity to appeal to Government if any kind of punishment is imposed on him.

10. I would prefer this to be allocated to —

(a) the Central Government.

(b) it should be in the Central List of subjects.

12. (i) The present constitution needs being drastically changed. It should predominantly consist of teachers, non-teachers should not be more than one tenth of the total memberships.

(ii) This should contain members nominated by the Central Government. It should be so constituted that not a single non-teacher gets into this. The politicians who generally succeeded in securing their election have been a source of much evil.

(vi) This body if it exists any where, should be abolished forthwith. Communalism should be paid no place in any shape or form in the University education.

14 (a) Nominations should be made to the Executive Council only This should be done by the Central Government, and not on the advice of the Vice-Chancellors, otherwise there is nothing to prevent the nominated members becoming the agents of the Vice-Chancellor

15 It is better not to talk and think of such dangerous innovations.

16. They have none. I think they are the most harmless and charmless creatures in the present set up.

17 The Universities should certainly have a larger representation in Local and Municipal bodies and also the Central and Provincial Legislatures. No non-academic body should in any circumstances be associated with University administration.

18. The system of election has not worked satisfactorily It has turned the Universities into cock pits of politics and intrigues. Any change in this depends upon the constitution and organisation of the University

19 Yes. They should not make assumption of powers a condition of donation.

QUESTION III

ACHARYA, C. M

1 to 5 The result of the Matriculation Examination should be taken into consideration for admission into the universities, but ordinarily students passing in the third division should not be admitted. They should go to some other line, but a student who was placed in the third division accidentally owing to circumstances over which he had no control, *viz.* sudden illness, bereavement in the family etc. may be considered provided his result in the classes was uniformly good. There should be no other examination for entrance to the university besides the Matriculation Examination. The school and college authorities should forward the annual results of their institutions at the end of each year

Of the different qualifications mentioned in question 4 the Matriculation Examination should be the test for admission. There should be uniformity in this matter throughout India.

6. The lower age-limit should be fixed at 15 years.

8. The university should have control over Secondary education. The schools providing for Secondary education should be recognised by the university and the university should have a control over the staff and should lay down the qualifications of teachers and the standard of teaching. The courses of studies are certainly to be prescribed by the university

ADDY K. C.

1 (a) A thorough all-round education in the usual High School subjects including the provincial language, English, Sanskrit, Mathematics (Arithmatic, Algebra and Geometry) Indian History Geography (Indian and the World) Elementary Science (Physics, Chemistry and Hygiene) All the above should be compulsory subjects in which a candidate must pass before admission to a university 4 (ii) There should be uniformity on the matter of admission to universities in the whole of India.

AIYA, S. V CHANDRASHEKHAR.

1 (a) There must be Intermediate Colleges and the Universities must have three years courses for the degree in all branches except Medicine. The results of the Intermediate Examination should form the basis for admission.

AIYAR, K. BALASUBRAMANIA.

2. (5) I would prefer an independent University entrance examination especially if the Secondary School courses are frequently changed and standards of efficiency lowered.

6 The age of the admission to the university should be 16.

7 In Madras the Government has been trying to regulate admission by restricting admissions in the case of certain communities and giving more seats to other communities and backward classes. The students are asked to mention their caste in the applications. In the Engineering College, for instance, there is discrimination even in regard to the district from which the student applies. These restrictions are depicted by Government spokesmen on the ground of what they call Social Justice. The right to receive education is an elementary and fundamental right. A student who has got the necessary qualifications in abundance and who would be preferred for admission according to ordinary standards is often denied admission on the grounds that he belongs to a particular caste. This certainly infringes the principle of Fundamental Right 23(2) of the Draft Constitution of India.

8 The Government and the university should be jointly responsible and should have joint control over the content and administration of secondary education.

AKBAR, S. ALI.

1 (c) The standard of the examination leading to university courses of study should be raised and the students who pass this examination in Class III should not be admitted to a university

The standard of High School Leaving Examination varies in different provinces for example it is higher in Madras than in C.P Similarly the standard of the Matriculation Examination conducted by the Aligarh and Banaras Universities is lower than that of the School Leaving Examination of Bombay and Madras. Where the Intermediate Examination is held by a Board, its standard is generally inferior to that of the Intermediate Examination conducted by a university So long as the Intermediate Examination is kept up it should only be conducted by a university

AKSHAIBAR LAL.

1 (a) The present Intermediate standard should be the standard for admission to the various university courses.

5 No independent university entrance examination is desirable.

6 The minimum age for admission should be 16.

AMIR CHAND LT-COL.

1 The admissions to medical colleges are mainly based on the results of Intermediate Science examinations. As the number of admissions is very restricted and the number of applications is very large admissions are made on the marks alone. If the 1st Class Intermediate students are not available 2nd Class B.Sc. students are admitted. This is a wholly unsatisfactory way of admitting students. Marks obtained in examinations are not a measure of all the mental faculties of a student It mainly

measures his memory and a small amount of intelligence and perseverence. The admissions to a University should be based on complete development of an individual physically mentally and morally which can be tested in addition to results of all examinations undertaken by the students, by psychological tests, the reports of the previous teachers, tests of aptitudes and some criteria established to test tendencies in athletics and games.

2. The Intermediate examination with Medical group is not a satisfactory test for admission to Medical Colleges. The Science Faculty which controls the standards of education in the Medical group consists of teachers of various colleges but not those of the Medical College. The scope of Chemistry and Biology courses in these Colleges is not set from the view point of medical teaching. This requires alteration.

AMRIT KAUR, HON'BLE RAJKUMARI

1 (a) (b) and (c) There ought to be close cooperation between the Secondary school and university authorities in the matter of screening boys and girls unfit to go to universities for higher studies.

Whatever standards of admission are adopted, and I hope these will be high, *they should be uniform to all universities. An aptitude test* might be a useful thing to adopt.

2. Not always.

ANANTAKRISHNAN DR. S. V

6. I do not *consider that it is right to put any restriction on the age* of admission of a student to the university A bright student who might become a national asset can be completely ruined and made a useless member of society by an enforced idleness through any age restriction barring his entry into a university

ANDHRA TEACHERS FEDERATION MASULIPATAM, THE

5. An independent University Entrance examination is most welcome. In its absence the University should declare those, who have secured more than 40 per cent. of the marks in the examination to be *held at the end of the High School stage, as eligible for* admission to University Courses.

ANNAMALAI UNIVERSITY TEACHERS UNION

4 (b) No. Considerations of merit do not receive a sufficient emphasis.

5 If there is proper co-ordination between the university and the pre-university courses, there is no need for a separate test.

6. Normally 14 completed, for the under-graduate classes.

(Exceptionally brilliant students below 14 may be admitted on production of medical certificates)

8. Just enough control to co-ordinate Secondary education with University education, so that the student leaving the High School may be fit for admission to the under-graduate classes.

ANNAMALAI UNIVERSITY TEACHERS ASSOCIATION, REPRESENTATIVES OF

Oral Evidence.

Students are sometimes admitted on non-academic and therefore undesirable grounds. Even in the same community if there are two people, invariably the worse of the two students is admitted. Other influences count.

The students so admitted are the cause of indiscipline.

ARTHUR MORE.

2. The examination system seems unavoidable, however unsatisfactory it may be.

3 Yes. If the school standards be revised, fewer undesirable students will reach the Universities.

4 (ii) No

8 The Universities should be represented in a Board of Secondary Education.

ASAF ALI HIS EXCELLENCY

I would favour an independent University Entrance Examination in order to raise the standard of the scholars who seek admission to Universities. The general body of the present day alumni do not seem to be always of the right standard of mental equipment for University education. This suggestion, however pre-supposes a higher standard of public school education. It should be open to each University to require only a certain type of talent, the cultivation of which should be its special concern.

ATREYA, B. L.

1 (a) Intellectual, physical and moral fitness for the course of vocation.

(b) I am not dissatisfied.

(c) There is always a room for improvement. There should be no favouritism in admissions. Free and honest competition and no favour should be the rule in all admissions.

2. (b) Yes, provided it is honestly conducted.

3 I do not think, but if it is so it can be corrected by admitting only meritorious students.

4 Students should be admitted to Universities after having finished their Higher Secondary School Career

(ii) It should be so in every University

5 No. It will involve unnecessary expenditure.

AYYAR, K. V KRISHNASWAMI.

Oral Evidence.

The Secondary education must change if the students are not to crowd the university courses. There must be bifurcation at some stage in the school. Fourth form is considered too early fifth is suggested as the normal stage.

AYYER, G R. NARAYANA.

(i) Admission to all faculties and courses should be open to all and proficiency should be the only criterion.

(b) No.

2. No. The present S.S.L.C. (of Madras & States) is not a true index of fitness.

3 Yes.

Opening of professional courses to divert many of these applicants to courses more suitable to them.

4 (I) Matriculation.

(II) Yes.

5 Yes.

6. Fourteen.

8 Secondary education should be a branch of the University as far as the curriculum of studies is concerned and this can be exercised through the formation of Boards of studies with a membership, part from the University and part from the Secondary Education.

BAHUGUNA, S. D

2. Yes. Teaching should greatly improve and examination alone should not be considered the only criterion to judge the fitness of a student for University education. So in examination should not be considered essential to get the right type.

3 Negative methods won't do Opening of more vocational institutions and development of industries in the country will attract the excess number not considered quite fit for University education. Artificial checks should not be imposed.

4 (i) Matriculation.

(ii) Yes.

5 No.

6 No age limit should be kept.

8 There should be some representation of the Universities on the Board of Secondary Education

BALAKRISHNAIYA, JUSTICE N

7 A minority community which has developed an art of living at the expense of the majority should be discouraged from doing it. The principle of democracy seems to be that it would look to the comforts of a man as long as his intelligence is useful to the democracy But if the intelligence even though of a very high order is used against democracy then naturally the majority would abhor and the people would refuse helping such man. In the matters, therefore, of the fundamental rights it is the people of a Province or a State that have the last word. No Central Government can interfere in these matters. I am therefore of opinion that matters of discrimination should be left to the Government of the people in a State or Province and any minority should be told to take care to live on amicable terms with the majority of the State.

BALWANT SINGH.

1 (a) (b) & (c) The present Matriculation is not enough for admission to the University One year should be added to the secondary course and the Degree course should be of three years. Specialization in the form of an additional Hons. course should be possible in the 3rd year of the students stay in one of the subjects in which he may take his M.A. later This should be a necessary condition for his admission to the post-graduate Course.

2. No additional test for admission should be necessary

BASU A. N

3 Yes. The only way of preventing overcrowding at the universities and keeping out those students who are not intellectually fit for university work is to organise an effective system of Secondary education and to open up avenues of employment for those who complete Secondary education.

4 (ii) There should be uniformity all over the country

8 The university should have no direct control over Secondary education but it should be adequately represented on the body which will control Secondary education.

BHANDARKAR, S. S.

2. In order that the examination should be a satisfactory test of a student's fitness to undertake a University course, it should consist of papers in his regional language, the federal language, English, Mathematics, Science and History Geography The student should get 40 per cent. marks in the total.

3 I am afraid it is so The evil might be remedied by every College holding its own entrance examination.

4 I should favour uniformity in the matter of admission qualifications to Universities. The present Intermediate standard should be the qualification for entrance into the Universities.

6. The age of admission should be 18

8 I do not think the Universities should concern themselves much with secondary education On the secondary education Boards however the University should be represented

BHASYAM K.

1 to 5 Each university should have an entrance examination also of its own in which not merely the mark getting capacity of the students is to be assessed but also their general qualifications for fitting in with University education must be taken into account. Moreover this test must be supplemented by personal interviews of the students and their previous history as disclosed by their class work in high schools must be given full weight. When once the student has been admitted, he must have a continuous course of study say 3 or 4 years. There should not be a public examination in the second year as is the case now The defect in the present system is that if a student passes the Intermediate examination, he has to go about seeking fresh admission into various colleges and Universities. That interferes not only in his studies but also interrupts his course of study

6 As regards the age for admission to the University the minimum age must be 16

7 Persons of certain communities who are well up in their studies and best qualified for University education, are shut out and even amongst communities whom it is sought to help by this device, a good deal of injustice is being done to deserving students. It is not the best students of the community that are selected in the district quota, a number of students who are otherwise qualified are left out. Moreover owing to the fact that Science Sections are really crowded and admissions are sought by the students concerned in them students of one particular community who have obtained very good marks are forced to take up studies in which they are not quite fitted. Therefore there are plenty of misfits as a result of admission. This is wholly undesirable state of things from the national point of view The best way to help the backward communities is to institute a number of scholarships for backward communities who are unable on account of their poverty of other causes, to take to education, and select out of the students of that community fit and proper persons for University education. If as I stated University education is taken by the Central Government there must be a rule that fitness on merits alone is to be taken into account for admission. If however University education is left in the hands of the Provincial Government, the Central Government must put pressure upon the Provincial Government to accept that principle.

As a result of its evils, this system has worked havoc in professional colleges such as Engineering, Medical and Technological. From the general public point of view this rule must be enforced strictly for these courses are very expensive and it will be a mere waste to spend for experience course on a person who will not come up to the standard necessary Indeed it was said that the recent large failures in the examinations of the Medical College were due mainly to the fact that the recruitment of students to the college was initially bad.

BHATTACHARYA, D R.

1 (a) (b) & (c) No change in the present system of making admissions is deemed necessary

2. In the absence of a better test the present qualifying examinations are considered satisfactory

3 Certain percentage of students may with profit be directed to vocational and other courses of study where they are not properly fitted for University education. For the present no method to eliminate such students is available.

4 (i) We would prefer the Intermediate Examination or an equivalent to be the qualifying test for admission to the University

(ii) Yes.

5 Yes, or if this is not feasible the University should have adequate control and representation over the framing of courses in the Intermediate or Higher Secondary Examinations.

6 18 years.

7 No discrimination against any body is observed in the University

BHAWALKAR, DR. D R.

1 (c) The admissions should go strictly by merit and ability of the candidate. The so called interviews are in many institutions, merely eye-washes, and serve to act as back door methods for admissions. Many a time students who fall short of the desired or stipulated standards carry notes in their pockets written by big persons, and the poor Heads of Institutions or the Selection Committee men have to certify the candidate as fit.

BOMBAY SCHOOLS, HEADMASTER OF

1 Robert Money School.

2. Ismail Baigmohamed School.

3 Modern School.

4. The New Era High School.

We have to admit that the material we give to the University poor especially so during the last five or six years. The standard h in the schools and the University has definitely come down. I therefore that we will have to plan in terms of overhauling the system with a view to bring about efficiency both in schools colleges. Efficiency in University will depend on schools. I feel during the last few years the University has not paid much atten- to the Matriculation Examination, as a result of which, you must ve known, the Government has taken over the entire examination. There must be co-ordination between Government and the Univer The present S.S.C. Board consists of people who are really nomi- d by Government. In these days of democratic rule, it is through that this Board has been created.

The proposal to have one more class after the Matriculation in school, may mean the re-organisation of the schools. With the pre- sent quality of teachers it may be difficult in a majority of schools, but some schools (30 out of 120 schools) can straightway start one more class.

BOYD REV A. J

6. I am strongly of the opinion that 14 years should be the mini- mum age for admission to an Intermediate course, and 17 for admis- sion to a 3 year Degree course.

BROCKWAY MISS K. N

1 (b) & (c) It is suggested that present arrangements for admis- sion to the universities might be improved by making use of a more scientific selective process. Some colleges might find it feasible to get Heads of schools to mark applicants on a five point personality grad- ing scale which could be considered together with examination results when admissions are made.

6 Sixteen years.

8. The universities should have a voice in the preparation of syllabuses for the academic and technological courses in Secondary education but not for other courses.

CALCUTTA, UNIVERSITY OF

1 (a) The general principles and standards of admission should be the same as prescribed for the various University courses of study in this country In this matter each University should have a right to prescribe a test for admission. That test may be the Matriculation Examination conducted and organised by the University or an equiva- lent standard in the nature of the School leaving Certificate Examina tion

(b) The question is ambiguous. Admission to the Universities and admission to institutions for advanced studies are two different things.

(c) Answered already

2. Answered already

3 The candidates who seek admission to this University are properly examined by this University "Real intellectual keenness" is an expression which is capable of infinite expansion. It will be ruinous to education to artificially regulate the law of demand and supply In this province there is a demand for higher education and no artifical method should be employed for the purpose of stifling this demand. Such efforts will never succeed. A High School course may be so designed as to afford ample opportunities for a large number of students to be diverted to useful methods of study so as to enable them to obtain a livelihood.

4 (i) We prefer to have the Matriculation Examination as the qualifying examination for admission to this University

(ii) Uniformity in regard to admission qualification in the whole of India is possible only if the Matriculation Examination or High School examination is accepted as equivalent for admission. The Intermediate Examination is regarded as an Admission Test in some of the provinces in India. This University does not see how uniformity can be or should be introduced in this matter

5 The answer is in the affirmative.

6 The age of admission to the University should be about 16.

7 This is a matter for the Constituent Assembly

8 Secondary education is now being separated in India from University education Universities should have proper representation on the organisation in charge of Secondary education otherwise no Universities in India can function at all. If Secondary education in the past was dominated by the Matriculation Examination, Secondary education of the future is likely to be thoroughly disintegrated from the University system of education. Both the dangers should be avoided.

CENTRAL COLLEGE, BANGALORE, (STAFF)

3 Yes, it is true. This has to be avoided either (i) by opening a large number of technological and vocational courses thereby diverting a large number of students immediately after the High School Course or (ii) by providing for a course of General Education in the University as suggested in 1 & 1 (d) above.

4 The examination at the end of the Secondary School course. But the minima for admission to the University from among the successful candidates must be raised much above the present level

6 Should have completed 15 years at the time of admission to the University

CENTRAL ELECTRICITY COMMISSION MINISTRY OF WORKS MINES & POWER.

1 (a) The minimum education qualification that should be prescribed for entrance to the university should at least be the old Matriculation standard. For admission to the degree course in Engineering, we would suggest the raising of the present general standard to include some of the general subjects that are now taught in the first year (Engineering degree course).

(b) No. We know of instances in some provinces where admissions are regulated on communal lines. This is definitely wrong. We would recommend that in future, admissions to the university should be governed entirely by merit.

2. In addition to a written examination, it will be desirable to institute a *viva voce* test especially in the case of selection of those seeking for admission in professional colleges attached to a university

5 If as suggested above, the Matriculation is decided to be the entrance qualification, this examination should be held by the university as was done in the old days.

6 Not below the age of sixteen.

CHAKRABORTI, M

1 (b) No.

(c) Steps should be formulated to limit admission to those only (rich or poor) who have the keenness for University education and who are likely to profit by it.

2. The standard of the examination should be improved. The present method of the examination is also full of defects which enables many students unfit for a course of University study to get through.

3 Yes. To achieve this end, I would recommend for all Matriculates, a further independent university entrance examination until and unless the standard and the method of the present Matriculation Examination are accordingly revised

4 (i) *Matriculation plus* one year's course of the present Intermediate.

(ii) Yes.

5. Yes.

8 Universities should have sufficient say in the determination of the curriculum of studies for Secondary education, otherwise over emphasis on the aspect of "self-sufficiency" of Secondary education may lead to the neglect of the teaching of cultural subjects at the Secondary stage. In other respects the dual control over Secondary education should be abolished.

CHANDAVARKAR, VITHAL.

Oral Evidence

The university should hold the Matriculation examinations and the university should have a voice in laying down the standards.

Now what happens is that too much of the time of the teacher is spent in preparing students for examination. They are all obsessed with examinations and the practical training of the student is not given sufficient attention It is high time that the standard of the Matriculation is raised, and it cannot be raised unless it is entirely in the control of the University

CHAKRAVARTI, D & CHATTERJI, H. S.

1 (c) There should be a University entrance examination for admission to the University and held by the University the School Leaving Certificate obtained by passing the final examination of the Secondary education course being not recognised as a pass-port in itself to University education. Admission to Post-Graduate studies should be allowed to only those who graduate with Honours.

8 The Universities should have an active association with Secondary education and be adequately represented on its Board of Control as it is the foundation on which University education is built. But the University's control over Secondary education should be limited to a general academic guidance and its administration should be free from interference by the University so long as it maintains the proper academic standards.

CHATTERJEE, DR. B. R.

1 (a) As at present.

(b) Yes.

(c) None.

2. (a) Yes.

3. No

4 (i) Intermediate Examination.

(ii) Not necessarily There should be uniformity as far as possible.

5 No

6 18 years.

8 The Agra University should elect five members to the Intermediate Board, U P If the standard of the Board is too low the Agra University may enter a formal protest against its standard in general or in particular subjects.

CHAUDHURI B. N

1 (a) For admission to studies in Engineering passing of the I.Sc. with Mathematics, Physics & Chemistry with Drawing as fourth subject, should be the requisite qualification.

(8) As the completion of Secondary education is the first step for admission to the University the University should have adequate control on the syllabus and standard of examination for Secondary education.

DATTA, DR. S.

1 (a) For admission to a university course of studies in veterinary science and animal husbandry leading to the degree of B.V.Sc., the minimum qualification should be Intermediate in Science with Biology

(b) In certain institutions affiliated to universities some seats are reserved for members of particular communities. This practice should be discontinued.

2. Yes, in the absence of a better alternative.

3 Yes. Admission should be strictly according to merit.

DATTA, S

1 (a) Forty per cent. should be the aggregate for a second division pass and no student who has passed in the third division should ordinarily be allowed to go up higher

(b) No.

(c) Ordinarily those who have passed with Honours should be allowed to go up for higher studies. Exceptional cases should be dealt with on their own merits.

4 (i) The Intermediate or an equivalent examination is preferred.

(ii) Yes.

5 No if 1(a) is adopted.

6 No uniform age limit will work. But seventeen should be the minimum if 4 (i) is adopted.

7 No special safeguard is necessary Discrimination in educational affairs would be ensured against as discriminations in any other field.

8 The university should be well represented on the Board of Secondary education.

DELHI UNIVERSITY TEACHERS' ASSOCIATION DELHI.

1 (a) A student seeking admission to a University should possess a good command of the medium of instruction in the University and should have acquired more than a mere elementary knowledge of the subjects he desires to select for his University course. For students desiring to pursue a Science course previous study of Science subjects should be normally insisted on. For admission to a technical branch of study a competent grounding in that branch should be insisted on. For admission to Honours courses both Arts and Science more than a mere "pass" in the qualifying examination should be necessary at least a high second division should be required for this purpose.

4 (i) None, as they are A Public Examination at the end of the 12 years course suggested above.

(ii) We would advocate uniformity provided that the following condition is fulfilled.

We would recommend the abolition of an "Intermediate" stage as such between the school stage and the university stage, and the merging of the school and "Intermediate" stages. If this is impracticable except as a long-term scheme we would recommend the adoption of the Higher Secondary Examination as the admission examination and abolition of the present High School or Matric examination at the end of a ten years school course.

DIWAKAR, HON'BLE R. R.

1 (a) (b) & (c) The present standard of admission is too low It should be raised to at least the Intermediate standard The present Secondary schools should take up the first two years of college education and entrance to the universities should be at that level.

(2) (3) (4) & (5) I am of the opinion that there should be a separate entrance examination by each university It should be more in the nature of a test but extra care should be taken to see if the student is really one who has tendency and capacity for a particular subject he wants to take up Interviewing should form part of the test.

(6) Eighteen should be the age of admission

8. I am of the opinion that the whole of education from the Primary stage should be under the guidance of the universities so far as general policies are concerned. But universities should not be burdened with the administrative side.

DONGERKERY S. R.

3 I would recommend a School Leaving Certificate Examination with a wide choice of subjects, some of which are of a vocational or technical character

4 I would prefer the Matriculation or High School Examination. Uniformity is desirable in order to facilitate the migration of students from one province to another

DUBEY PT K L

1 (a) A scheme of High School Certificate Examination which will approach the standard of the present Intermediate Examination should be so drawn up as to provide for a test in compulsory subjects and optional subjects along the lines indicated by the Central Advisory Board of Education. This examination should be the normal test of admission for the Arts and Science courses including the Honours courses, as also for professional courses.

The course for the LL.B. degree should continue to be post graduate.

(b) and (c) So far as academic attainments are concerned either the University should be well represented on the body conducting the High School Certificate Examination or it should hold a supplementary test of its own. For admission to colleges the Principal should hold apart from the *viva voce* a general essay test on a subject selected from a long list.

It is defective at present and should be supplemented as indicated above.

3 Yes. But the only method that would really be effective is to adopt *educational and economic schemes that would provide an effective* outlet for those students who are not fit for admission to the University courses. Until then an admission test consisting of an essay paper giving a wide choice and an oral examination may be insisted on.

4 (i) The best course would be to institute an examination which would serve the object of both the High School Certificate Examination and the Matriculation Examination for admission to the University as recommended by the Inter-University Board of India and the Central Board of Education in recent years. But much would depend upon the constitution of the examining authority Where the University does not have an effective voice in shaping the courses and controlling the standard of the examination, it should, be free to prescribe additional tests.

(ii) Yes.

5 No While an additional test in certain cases may be necessary the institution of another formal examination will involve either an additional weight on our examination system or the choice of a career at the early age of 13

6. Fifteen.

7 In practice, there has been no genuine difficulty in this regard in Nagpur University

8 Only so far as this is necessary for securing the requisite standard for admission to the university A substantial number of university teachers should be appointed on the examining body

DWIVEDI, M. M.

3 Yes. At present too many misfits obtain admissions to the colleges. They do not judiciously select the courses and when they find the work unsuitable they make unnecessary interruptions in the class to the detriment of others who are keen for study Proper guidance higher percentage of marks for admission and an efficient professorial staff with knowledge and personality would minimise the evil.

4 (i) Intermediate Examination would be desirable.

(ii) No

5 Yes.

6 Not below 18 if the Intermediate examination is accepted for admission.

8 No control over the content and administration of Secondary education is necessary if Government is exercising effective control over this. Where Government control does not exist the university should have full control by way of periodical inspections.

EAST PUNJAB UNIVERSITY

1 (a) As regards Colleges they should be free to prescribe their own standards for admissions to their various classes. As regards admissions to University courses of teaching, they should be made partly on the general result of a University examination and partly on the strength of special tests which the University may prescribe.

(b) Yes, so far as our University is concerned.

(c) The question does not arise.

2. Not necessarily There are cases in which students who have shown good results in the house examinations fail to attain the prescribed standard in the University examinations.

3 Yes. Refer to our answer to question (1) above.

4 (i) We would prefer the Higher Secondary Certificate after 11 years of schooling provided the *status quo* cannot be maintained.

(ii) Yes.

5 In our opinion the multiplication of examinations is undesirable. The University should be adequately represented on the Boards controlling Higher Secondary Examination and they should be free to lay down the requisite standards and the number of compulsory subjects in which it must be attained in order to entitle candidates to enter University courses.

6. The minimum age should be 16 years provided the Secondary Course is of 11 years otherwise 15 years.

7 Institutions which impose any kind of restrictions based on race, creed or colour should be dis-affiliated and should be debarred from receiving any aid from public funds.

8 At least 50 per cent. of the members of the Board for Higher Secondary Education should be representatives of the University

FIRST GRADE COLLEGE, MYSORE, PRINCIPAL AND STAFF

Oral Evidence.

There is need for opening more technological courses for the students who have passed S.S.L.C. Examination, so that the rush to the Intermediate colleges may be reduced. You get better material for the university There is simply no use in having more and more Intermediate colleges.

GAUHATI, UNIVERSITY OF

3 The opportunities for University Education should be as wide as possible.

4 We prefer the Matriculation Examination.

(ii) No.

5 Yes, where the Matriculation Examination is not under the control of the University

6. Age-restrictions are not necessary

8 The University should have the right of inspection of the classes leading upto the Matriculation Examination, the curriculum for which is laid down by the University The University at present exercises the right of granting recognition to schools sending up candidates for the Matriculation Examination.

GHOSH, DR. J

1 (a) Matriculation should be the usual standard. Equivalent examination may also be recognised.

(c) Vigorous attempts should be made to provide for vocational and technological courses of study so that the unusual rush for ordinary Arts and Science courses may diminish. Many students enter the university now-a-days because they have nothing else to do.

4. (i) I prefer Matriculation or an equivalent examination.

6 15 to 16 years.

8. Mainly through syllabuses and standards of examinations.

GUNJIKAR, K. R.

1 (a) The selection should be by an appropriate examination supplemented, if necessary and possible, by personal interview

3. Students not properly fitted for university education could be kept out by selection through an appropriate examination supplemented if necessary and possible, by personal interview

8 Direct control by the universities is not necessary

GWYER, MAURICE.

Oral Evidence.

I should think there is a large number of students who are admitted into the B.Sc. and who ought not to be there. People in India are very tender-hearted and it is difficult to throw students out once they get in.

The pressure on the Vice-Chancellor exerted by the parents and students at present is so very heavy that I should welcome some method by which they could be kept out.

HAMEED DR. K. A.

Oral Evidence.

Admission to universities is done in a very loose manner The result is that our universities turn out very poor material. Because they get no opening elsewhere, they all flock to the college. In Europe there are vocational schools where a lot of students go Here they all rush to the university and they make the university a sort of vocational centre which is not the function of a university If a number of vocational training centres are started, a good many students will be diverted and the really deserving people with an earnest desire for learning will come.

The next point is about the age limit. Boys appear for the Matriculation examination even at the age of 13 and they are still boys when they go to college. I suggest that the Matriculation age should be brought to 16 or preferably 17 so that they might be physically and mentally equipped. I also suggested that the Intermediate Examination. which you will find in India alone, should be completely eliminated and a part of the Intermediate syllabus should be added to the Matriculation. Give Matriculation a year more and make B A. a three years course. If a candidate secures first class marks in his B.A. he can be admitted to the Ph D degree. So at the age of 17 Matriculate, 20 graduate, and 23 Ph.D Twenty three years should be the correct age for a man to enter life.

HUQ DR. MUHAMMAD ABDUL.

Oral Evidence.

With regard to admission to University courses the present practice is almost satisfactory The standard at present requires a certain degree of attainment in the School Leaving Certificate Examination and has been found to be satisfactory

The difficulty comes in not with regard to the selection to the Intermediate. The difficulty is only for selection to the higher courses. In recent years, the preference has been more towards Science subjects like Chemistry both in Pass and Honours. Principal uses his discretion in making the selection.

IYENGER, G V KRISHNASWAMY

1 (a) To prevent waste of human material and time, I would prescribe a fairly high minimum for admission to the university Admission should be gained purely by merit and not by other considerations

(b) I am not, because extraneous considerations like community etc., are made to weigh.

(c) Admission on the lines suggested in (a)

2. It must be made a fit one.

3 Yes admission by merit will largely remedy the defect further admission should be given only to the course applied for if there is no room, admission should not be given to other courses, for instance students applying for Science groups are given admission to Arts courses and the student wastes himself there.

4 (i) I prefer Matriculation

(ii) Yes, generally

5. Yes

6 The age of admission should be such that the degree is obtained at the age of 19

8. No control if the university has a separate test for entrance.

IYENGAR, M O P SADASIVAN T S

1 (a) Admission should be only on merit and on no other considerations. Merit should be judged only on examination standards.

(b) & (c) In many of the post-graduate institutions the virus of communal ratios have found a place. This is regrettable.

IYER, T P S

The Matriculation or the Entrance Examination for admission to universities should be a test of a person s general ability to understand the subject of study and to express his own ideas properly in whatever may be the medium of instruction. The person should have developed the powers of observation and receptivity of mind. The present system of starting specialisation in the 8th or 9th class of High Schools leads to a large number of misfits. There has been a tendency during the last few years for most men who had passed the High School Examination to seek admission to the Colleges, and there has been a large percentage of students in Colleges who have not the mental equipment for receiving higher education. Large numbers of the misfit or the unfit are eliminated in the first year or two and only those who are fit for University education continue the full course. The Higher Secondary i.e., one year better than Matriculation seems preferable. But there should be uniformity throughout India.

JAYAKAR, RT HON'BLE DR. M. R.

Oral Evidence.

My idea is that students must remain under the influence of the university for 4 years. They will have two years of B.A. course plus two years of post-graduate course The minimum period will be 4 years.

JHA, DR V S

Oral Evidence.

This question about the university being encumberred with very large number of pupils who are not fit for university education was examined here by a Committee in great detail. Their conclusions were three. Firstly we should provide multi-lateral courses secondly there should be facilities for employment and the third is that proper guidance is given to pupils at the High School stage. These are the three main methods by which we can weed out the unfit. They suggest that we should not put any restriction. This is the correct method of approach to the problem Guidance is the chief thing.

KANE, MAHAMAHOPADHYAY DR. P V

(3) In my opinion too many students not properly fitted for and not having real intellectual keenness for University studies flock to the University to the detriment of students who are brilliant and intelligent and who are fitted very much to profit by university education. It is difficult to find out a method to keep out students that are not properly fitted from entering the portals of the University because whatever method is recommended it is likely to be resented in these democratic days. However a beginning must be made and I would suggest that at each stage some restriction should be imposed on the admission of students to either the Colleges or the post-graduate institutions. As regards the entrance to Colleges in the first year I would suggest that the standard demanded for those who are to be admitted should be raised to at least 40 per cent. of the total marks and 37 per cent. in each of those subjects that are required at the different college examinations.

(4) In my opinion it is not absolutely necessary that uniformity should be observed, as regards the admission qualifications at different Universities, but many Universities and Examination Bodies make it a grievance if students that pass their examinations are not put on a level with students who pass either an examination which is designated by the same name or who pass a similar examination.

(6) It is difficult to lay down a definite age for entrance to the University Some boys are extremely precocious for their age while some are rather dull for their age, but I would suggest that the ordinary age for the entrance to the University should be from 15 to 20 and persons not within this age limit should be very rarely admitted as special cases on the merits of each individual case

(8) As regards Secondary education in the Bombay Province, the Government has now by an Act taken the sole power to itself of holding an examination at the end of the Secondary School Course Years, called Secondary School Certificate Examination and the University is precluded from holding what was called the Matriculation Examination for testing fitness of the scholars of the Secondary Schools for entrance into several Colleges affiliated to the University If this state of things is to continue the University should be very well represented on the Board which prescribes the courses and syllabuses for this examination and conducts the examination itself At present all the Universities in the Province of Bombay are given 12 representatives on this Board which consists of about 36 members In my view this is a very inadequate representation. In my opinion Universities should have at least 18 representatives on a Board of 36 members. Further the University should also be associated in the matter of prescribing syllabuses and the books to be recommended for study at least in the higher classes of the Secondary Schools. It is my personal opinion that the University should not be deprived of the power to hold an examination of those who desire to enter its portals by whatever name that examination may be called.

KAPANNA DR. A. N

Oral Evidence

Regarding minimum age for entrance to the university I am of the opinion that 14 should be the minimum. 16 is the average in India No body below 14 should be allowed entrance. We have admitted boys of 12 before, but they have been crippled later on and their physical growth has been retarded.

KARMARKAR, DR. D V

1 (b) The present arrangements are satisfactory We have to find out ways and means to see that only those who are really interested in University education are admitted

2. Where oral examination does not supplement written examination it should be introduced.

5 An independent university entrance examination is not necessary

KEDAR, DR. T J

The position is, you must set up a standard of admission. No doubt it will be an unwelcome and criticisable proposition If you raise the standard of admission to the university and then introduce strictness of examinations at the end, students will know that it is no use going to the universities and parents will also realise that it is wasting their money And the need of the hour is that the present influx ought to be stopped.

KELLOCK, REV JAMES

4 (i) I think that to get away from the too great dominance of the Matriculation Examination over the Secondary school education it is preferable to have University entrance determined by a Higher Secondary Certificate provided that the approval of the University is secured to the combinations of subjects required and to the standard of passing.

(ii) I think that uniformity in the matter is very desirable.

5 I do not think that an independent University examination is necessary unless in cases where the Secondary School Certificate Examination is unsatisfactory or the standard of passing is being kept too low I think, however that it may be well to reserve to the Universities the right to hold their own entrance examination if they wish to do so

6 I would say that the minimum age of admission to the University should be seventeen.

8 I do not think the Universities need have any control over the content and administration of Secondary education apart from being represented on the Secondary School Certificate Examination Board.

KHADYE K. M

Oral Evidence

About admission to the University I would like the Universities to have separate entrance examinations. It should not be left in the hands of the Education Department.

This wholesale transfer from the University to the Government is bound to lower the standard. We have got to compare the evils and the good points of both. As the S.S.C. examination is catering to needs of the Government here, I believe it would lower the examination. If the University continues to have control over this examination, it will keep the standards where they are.

KHAN DR. K. A.

RAGHAVACHAR, K. V

1 (a) Merit should be the chief consideration, and adequate opportunities should be given to all.

(b) No.

(c) Merit of the candidate, and the needs and interests of the country should receive full consideration.

2. No.

3 Yes a preliminary examination after a term plus the tutor's report would solve the problem of sorting out the students.

4 i. Matriculation.

ii. Yes.

5 The purpose of the University entrance examination is served by the preliminary test plus the tutor's report, as suggested above.

6. Must have completed the 16th year

7 Adequate facilities should be provided for all seeking University education, provided they are fit to receive and benefit by such education.

8. In the Text-book Committees or Boards of Studies and Boards of Examiners, university teachers must have an effective voice regarding the subjects of study syllabus and the standard of attainment in the Matriculation classes.

KINI, DR. K. N

If a ten year pre-University course is well done, that is, from 6 to 16 years of a child's life, it should be adequate for admission to the University

The average age of an Indian is about 27 years. Very few persons live after 55 or 60 years. Most people die young in this country In England and U.S.A. the average age ranges from 55 to 65 years. A large proportion of people live up to 80 to 90 years there than in India. Therefore unnecessarily raising the age of admission to the university to 18 years by requiring students to pass the Intermediate examination is fraught with evil sociological consequences.

KRISHNAMURTI, K.

1 Admission to higher courses should be *on the basis of merit* and *not communal and sectional considerations* If the life in some universities is now deteriorating it is because of selection of teachers and students being determined not by merit but by communal, sectional or territorial considerations.

KUNZRU DR. HRIDAYA NATH.

Oral Evidence

I am not satisfied with the present standard of Intermediate courses. The complaint in the University generally is that the boys who go to the University from these Intermediate Colleges are unable to follow the instruction for at least 6 month. In my opinion, therefore, it is not merely desirable but necessary that the standard of Secondary School should be raised considerably and I regard the Intermediate Colleges only as Secondary Schools. It has sometimes been proposed that of the last 2 years of the Pre-University Education —I am referring only to teaching Universities—one year might be included in the University course and one added on to the School course. It is not a matter of importance, in my opinion what arrangement is

made in this respect so long as the desired standard is attained and I personally doubt very much whether even if instruction in every subject is given through the mother tongue it will be normally possible for a boy before he has attained the age of 17 to be able to profit by University education.

I think in practice you will find that a boy will not have attained the requisite standard and will not therefore be in a position to profit by University education before he is 17 years old. Whether you take Indian History or Political Science or Economics the course are such as to be, in my opinion, beyond the grasp of a boy of 15 or 16.

If there is found in practice that there are some who are able to reach higher standard of Secondary education in their 17 year I would not object to their going to the University

If a Provincial Government lays down that a certain percentage of Brahmins or Non-Brahmins or Muslims only shall be admitted, to a University course, it would be ultra vires of the Fundamental Rights. I think it would be quite contrary to sub-section 2 of Articles 23 of the Fundamental Right. You will have to admit boys after considering their merit. Otherwise it will be discrimination and thus violates the Fundamental Right.

LAKSHMINARASIMHAN R. L.

3 This is a very serious trend resulting in great intellectual loss to the nation. This tendency is most marked in my view in the Madras Province, where admissions are made so as to afford communal representation.

LUCKNOW UNIVERSITY

1 (a) A candidate who seeks admission to a course of study for a degree has to pass the Intermediate Examination of the Board or of a University This is the minimum qualification prescribed for admission. But the University has the power to prescribe an additional test. We are of opinion that such a power should be exercised specially with a view to keep out the uneducable students. Standards of teaching and examination prescribed for the Intermediate Examination should be improved so that students be prepared for admission to a degree course.

(b) The present arrangements are not quite satisfactory

(c) Please see answer to 1(a) Interviews with candidates may be arranged before admission is granted.

2. No other suitable test has yet been discovered to replace the system of examinations. But the system needs modification. Record of regular class work should also be taken into consideration in assessing the performance.

3 Yes. With the introduction to vocational courses and the establishment of higher technical and other specialised institutions the number of such students will diminish. But so long as this does

not happen universities can prescribe an admission test of their own. But nothing should be done to impede the growth of university education.

4. (i) Intermediate Examination.

(ii) No. But as far possible uniform standards should be maintained.

5 Yes, for sometime only But enrolment should not be unnecessarily restricted.

6. 18 years for admission to degree.

7 So far as we know no such discrimination is made in the matter of admission in the universities. But it would be better if the fundamental right 23(2) is also embodied in the Act. Even in the present Act it is clearly laid down that no such discrimination should be made (Lucknow University Act, section 5)

8 As the universities claim autonomy for themselves it would not be proper for them to claim any share in the control of secondary education. But so far as the content of education is concerned the universities should have a voice in the settling of the general principles and in the framing of the courses of study Students can be usefully admitted in the University only if they have been prepared for University education by the secondary schools and colleges. University teachers should be on the Boards of study in fair proportion.

LUTHRA, J C.

The present indiscriminate practice of admitting students irrespective of their ability to profit by the University education is not desirable. Admission should be made by the university entrance examination. A mere High School Examination certificate is not enough qualification for this purpose. At the same time Higher Secondary Certificate should not confer a right for entering a university career Although this is better than Matric stage as it is 11 years course, yet being introduced in Delhi only it cannot be enforced all over India. Intermediate qualification would debar majority of the otherwise suitable candidates of Matric standard from university education. It should be advisable to introduce independent test. The minimum age should be 16 years.

MADRAS, UNIVERSITY OF

1 The standard at present required, *viz.* a certain degree of attainment in the School Leaving Certificate Examination, has been found satisfactory

3 It is a fact that too many students not having real intellectual keenness for University studies flock to the University to the detriment of students who are likely to profit by education Overcrowding in any educational institution even by the best of students will be to the

detriment of standards. It must also be realised that there are far too few opportunities accorded to young men at this stage to join other educational institutions unconnected with Universities. It is more necessary to think of devising alternative courses of study than to devise restrictive methods of admission.

4 We are of opinion that the University course should be of four years duration and from this point of view prefer the S.S.L.C. or the matriculation as the qualifying examination.

5 It is not necessary that every University should have an entrance examination of its own.

6 The age of admission at this University is 14 years and 6 months which we consider to be the minimum.

7 If it is a Fundamental Right, the University does not come into the picture.

8 It is not desirable that the Universities should have administrative control over Secondary Education, as it is not possible to exercise such administrative control. In regard to the content of the course, it is generally expected that the advice of the University should be taken before any scheme of reorganisation of Secondary Education is implemented. On the Secondary Education Board, the representatives of the University should find a place. The Universities should have the right to prescribe standards of admission to the University courses.

MAHADEVAIYA, P

Oral Evidence

Every boy wants to enter into the college soon after he passes his S.S.L.C. After his getting either his B.A. or B Sc. he becomes a clerk in the Government. So it appears to me that the higher education requires to be reorganised in such a way so as to put a stop for the rush of these S.S.L.C. candidates.

MAHADEVAN DR. C.

1 (c) Firstly to admit students atleast upto 80 per cent. on sheer merit and no other consideration and the rest of 20 per cent. on merit with special consideration on account of educational backwardness.

MAHAJAN C.

2. Not always.

3 Yes. But this is bound to be so until alternative avenues are open at the Higher Secondary stage.

4 (ii) Yes.

6. 16 years at t[illegible] passin[illegible] Matriculation or High School Examina[illegible]

8 Universities sh[illegible] in[illegible] e aspects of Secondary educatio[illegible] courses.

MAJUMDAR, R. C.

University should be very strict in admitting students to the Honours courses. Admission should be strictly limited only to such students who are likely to benefit by University education. In general, only students passing Matriculation in the first division should be admitted to Honours course or any professional course and only those who pass in the second division to the B.A. Pass course.

2. The examination may not be a fully satisfactory test, but I cannot think of any other test of the fitness to take a course of University studies.

5 In case there is no improvement in the present Matriculation or High School examination, it would be preferable to have an independent entrance examination only for admission to the University course.

6 The age of admission to the University should not be less than 18 provided the admission examination is raised to a higher standard (approximating to the present Intermediate examination)

8 The Secondary education should be placed under an independent board at which the University would be adequately represented. Otherwise, the university should not have any direct power over the administration of Secondary education.

MALAVYA, GOVIND.

1 (a) Every student must have basic training in Elementary Maths.

(b) Logic and the Sciences. As these subjects cannot be added and to the present Matriculation course without overburdening it,

(c) a separate preparatory course should be introduced between the present Matriculation or High School Examination and the University

3 Yes, but in the present circumstances the country does not offer attractive careers and hence the defect cannot be rectified by any forced measure. Apart from this, it would not be right to prevent any individual who has passed the entrance test from entering the University

The additional test suggested in (1) above may perhaps keep out the unfit to some extent.

5 Yes.

6 Fifteen years if the duration of the University course after the further Entrance Test is reduced to 3 years.

7 If the Universities go by the results of the Entrance Test the Fundamental Right is assured.

8 If a further Entrance Test is introduced, the University need not concern itself with the present Matriculation course at all. I need only concern itself with the Preparatory course.

1 (a) The sole criterion for admission should be the ability of the candidate to benefit from university education as judged by

(i) his preliminary education (as judged by his result in the qualifying examination after Secondary education)

(ii) his character

(iii) his intelligence level

(iv) his inquisitiveness.

If he offers any special studies life Sciences, Commerce, Medicine, Engineering etc. special aptitude tests for these branches should be drawn up.

(b) For quite an appreciable number of candidates the present system of admission leads to the wrong type being admitted so that the best value for the effort put in is not realized.

(c) Detailed under 3 below

2. Examination alone is not a sufficiently satisfactory method of gauging his suitability

3 The only course open to boys who have completed their Secondary education is to enter the university if their parents can afford it. The result is that quite a large number of those who are intellectually unfit for the University find themselves there there is a very small number however who would do well at the university but are left out because they cannot afford the cost. A better method would be to hold a special examination for admission to the University in which the following parts must be incorporated —

(a) *Education qualification.*—Those who have passed the qualifying examination at the end of their secondary curriculum be exempted from this.

(b) Papers on general information in cultural subjects and Humanities.

(c) Intelligence tests carried out with tests specially designed for the conditioned in which the candidates have been living, for example those from rural areas should have tests different from those from highly urbanised areas.

(d) An interview to find out the aptitude of the candidate for university training particularly from the point of view of personality

Those who have been declared suitable by the above standards and who cannot afford the cost of education should be awarded scholarships or other types of financial assistance.

MEHTA, K. C.

3 Raising the standard of the Intermediate or Higher Secondary Examination so that it may serve as a qualifying test for recruitment to services and a University degree may not be regarded necessary for this purpose. Early steps should be taken to start technical and professional institutions to divert the non-academic type of student after the Intermediate Examination.

4 (i) Intermediate or its equivalent.

(ii) Yes.

5 Not practicable at present.

6. 17 years.

8. There should be adequate representation of University teachers on the Boards of Studies and Examination Committees of the Board conducting Intermediate or its equivalent examination.

MENON C. S.

(3) The presence of students who cannot think for themselves induces a teacher to continue, at the University stage, the type of instruction which is fit only for High School.

During the first year at the University the students should be classified according to aptitudes and abilities. This will enable the university to decide whether a candidate is fit for University education; and if so what subject he should offer

MENON I N

Talent and aptitude for higher studies attested by the university in this behalf should be the criterion. The S.S.L.C. and other examinations conducted by the Governments of Provinces or States should cease to be the qualifying test for matriculating into the university

MENON K. KRISHNA.

Oral Evidence.

The difficulty is that there is only one college and students from all over the province have to come here. So we do not like to restrict admission. *In the first year class, each division has got 200 students.* I am lecturing to 200 students at a time.

It is a question of funds. I do not think any college—Arts or professional should admit more than 300 students.

MISRA HON'BLE PT LINGARAJ

Oral Evidence.

My opinion is that we should not have two different courses for general and vocational study There should be only one course which would give them a general standard of knowledge to go to the University as well as to come to other vocational study I want only one examination and no duplication of examinations. I would further add

that the third division students should be totally debarred from getting into the University They should join the posts of clerks etc. or take to such professions they like. Only first and second division students should be allowed to come to the University

If the University is satisfied that for unusual reason or other he has failed to come up to the standard, a relaxation can be made in his favour What I want to impress upon the Commission is to limit admission to the better type of students as is done in the Banaras Hindu University

MOHANTHY G C

1 (a, b c) Though a pass in the Matriculation or an equivalent examination is considered as the minimum qualification necessary for admission to the University courses I feel strongly that all the students who have such a pass to each one of his or her credit should not be admitted to the University courses. The general principles I would suggest are —

(i) A pass in the Matriculation (ii) Indication of proficiency or aptitude in a particular branch of study taking into account the marks obtained by the candidate in the subjects concerned and also his general performance (iii) Some sort of Pre-entrance test to judge the fitness of the candidates for admission into the university should be held (iv) Adoption of some simple intelligence tests may also be tried. (v) A thorough talk with each one of the candidates by the competent authorities should be arranged and the authorities should find out the candidates aptitude his future plans and judge accordingly

2. A mere pass in the examination prescribed for admission into the University courses is not a complete test of the candidates aptitude and ability

3 I think that many students simply take to University courses, for they do not know what to do and secondly they are not also directed properly I think that this state of affairs exist partly because every student wants to secure some post any where (for which B.A. or B.Sc. is the minimum qualification) or partly because the parents, not knowing about the various avenues open for their wards, simply direct their children to do so. I suggest that —

(i) it should be made known as many times as possible in all High Schools that there are various evenues open in the world to suit the different aptitudes and temperament of students and parents. Experts in all branches should be asked to tour round all the places and bring to the notice of the public—the parents and students—the

various possibilities for one's development according to one's inclination and aptitude.

The real cause for this sort of flocking to the University courses shows the prevalance of strong belief that a degree would enable a student to secure a job. Seeking for a job is the chief aim of the present day study and the University courses of study are presumed to cater to that objective. If therefore, a different policy or method of recruitment to the different services is adopted and if in these services there is not much difference in the salaries paid and the prospectus in each of the different services, I strongly believe that there will not be this blind rush to the entrance to the University courses.

4 Since the Matriculation examinations or their equivalent examinations are more or less of uniform standard a pass in the Matriculation or its equivalent examination should be made the minimum qualification required for admission into the University courses.

5 Yes, I do feel that some independent University entrance examination is necessary to select, as far as possible, students suitable for studying the University courses.

6 The age should as far as possible be sixteen. But I feel any student whose mental age corresponds to 16 may also be admitted.

7 This is a matter which should be properly attached by the responsible people purely on academic grounds.

8 With the object of bringing about uniformity in standards, each University should have control over Secondary education. At present, the minimum number of marks prescribed for a pass in each of the subject is different in different Universities. I feel that the percentage of a pass mark in each subject should be same in all Universities. The classification of the students who pass in the University examination should be done on similar lines in all the Universities. Rules for admission into the University classes for different Universities should also be the same.

An independent entrance examination to the University courses of study should be a subject for the Central Government which should examine the candidates of the different Universities through the different Universities. I mean to say that the question papers and other tests to be conducted should be prepared and sent by the Central Government, to all the Universities which should conduct the examination. On the basis of the results in the entrance examination, admission to the different classes in the different University should be regulated. This, I feel, would bring about the desired levelling up of the substance of the students and at the same time would enable the right type of students to take to the study of the University courses.

MUDALIAR, T SINGARAVELU

1 (a) (b) & (c) Many students not properly fitted and not having real intellectual keenness for University studies flock to the Universities to the detriment of students who deserve to be admitted. This has been due to the fact that a student who passes the Matriculation or other examination which qualifies him to enter the University has no outlet for him except to enter the University Even the few professional courses open to him require the Intermediate examination as a qualification for admission and even after passing the Intermediate examination the chances of a student getting admission into any of those professional courses are problematical for the number of seats available in those institutions are too few to accommodate all the applicants. The student also has no settled ideas as to the profession for which he has aptitude and I have known students applying to all the professional Colleges on the off-chance of getting a seat in any one of them. The result has been that the student takes up a course of for which he may not be fit. Also the parents of that student cannot keep their son idle if he does not get a seat in the College which would suit his aptitudes. If a student does not get a seat in any of the professional Colleges, he takes up any of the Arts or Science courses in the B.A. or B.Sc., classes. Even graduates who come out successfully are in the same plight. If they do not get admission into any of the professional courses or have not sufficiently qualified to take up higher courses in their subjects, they take up the Law courses as a last resort. Those that cannot afford to do even that seek employment in government service in the ministerial ranks.

Government must provide an adequate number of institutions to equip the personnel required for these various professions. Then there will not be a scramble to enter the University as a large number of students will take to professional courses instead of going to the University for higher studies.

After the Secondary education I would recommend an entrance examination for enabling a student to take up any specialised course before entering the University I would suggest 16 years as the minimum age for entering the University but in the case of the professional courses, like the Medical and Engineering, the age may be 18 on account of the strenuous nature of studies in both these courses

NAIDU S. PARTHASARADHI.

5 If there is Matriculation examination no independent entrance examination is necessary

6. At the earliest 16 years.

8. The courses of study and examination for the VI form must be under the control of the university There should be co-ordination of courses of study in schools consistent with giving minimum general education in other forms of secondary—schools to those who do not wish to join University courses.

NARAYAN, DR. A. L.

1 (a) It is imperative that the necessary aptitude for University education is discovered in the candidate before he enters the University. This can be done by insisting on the student having an year's preparatory course with an examination at its end. The preparatory course should consist languages as compulsory subjects and a group of three subjects, in Arts and Sciences, for special study. The student's achievement in the latter should form the basis for his election to the University Courses of study.

(c) A separate examination by the University may be conducted by the Universities.

3 Yes. The Universities may institute an year's course for those seeking admission into them, and eliminate the unfit by an examination.

4 (i) None. The method mentioned above is to be adopted. The present Intermediate course may be abolished and the Degree course may be extended to three years. This scheme, excludes the need of an extra year's study as preparation for University studies.

NARENDRA DEO ACHARYA.

Oral Evidence

So long as vocational courses are not introduced and provision is not made for technological studies, it will not be possible to keep out students who are really unfit to profit by University education.

NIHAL SINGH, GURMUKH.

1-6. A uniform standard of admission is essential at all universities. Until the system of Secondary education is reformed I would suggest the adoption of the Intermediate examination as the admission qualification and 16 as the minimum age for admission.

Students who have passed the Intermediate examination with less than 45 per cent. marks should be admitted only on the recommendation of an Admission Committee after interview.

7 No financial help should be given to an institution found guilty of offending against Fundamental Right 23(2) and practising discrimination and in extreme cases recognition should be withdrawn.

8 The University should be adequately represented on the Board of Secondary education.

Oral Evidence.

Our ordinances do not prevent us from taking students for B.Sc. who had not done Science before. But in our Colleges, none who had not studied science subjects in the High School has been admitted.

NIYOGI DR. M B.

Oral Evidence

First of all I should like to impress upon the government the necessity of reducing the pressure on universities. Our education has become very top heavy. Now I find as Chairman of the Public Service Commission that for Naib Tahsildar's post 950 applications are received when there were about 100 posts vacant. Now boys come without grounding in any of the branches of knowledge. Therefore a large mass of these boys should be absorbed in technical lines.

PANDE, SHIVA DHAR.

1 (a) These depend on the ideals one has of University education its real nature and scope.

(b) No

(c) Secondary education is at present being given a new shape in these provinces. That will affect the Universities very seriously. I should like (like Dr Ganganath Jha) to make it possible for some researchers to know both Science and Sanskrit.

PAPATLA, P

1 (a) Strictly on basis of merit.

(b) No as in several instances considerations other than those of merit are brought in.

(c) General aptitude for higher Education and research—rather than merely a high pass in examinations should be the criterion for selection

2. No.

3 Yes. Intelligence and psychological tests as are used in the Army

4 (i) Matriculation Examination.

(ii) No.

5 Yes.

6 Sixteen.

8 None.

PATNA UNIVERSITY OF

1 (a) A sound general education sufficient knowledge of the subjects necessary to enable the student to proceed to the intended degree course sufficient knowledge of English and of the State language would be necessary

(b) No.

(c) There should be two public examinations before a student enters the University one at the age of 16 equivalent to the Cambridge

School Certificate Examination, and the other at 18 equivalent to the Cambridge Higher School Certificate Examination This may mean the lengthening of the present Matriculation course by a year and then adding two more years for the Higher School Certificate Course.

2. The present Matric Standard is sufficient for the present four years degree course, although there is room for improvement.

Methods indicated in answer to 1(c)

3 Yes. It is expected that after the two pre-University examinations suggested above many students would be diverted away from the University

4 (i) Answer above 1(c)

(ii) Uniformity of standard is needed.

5 An independent University Entrance Examination will not be necessary if 1(c) above is acted upon otherwise it would be necessary

6 16 to 18

7 Entrance examination which will admit on the basis of merit alone.

8 The University should be adequately represented on the Matriculation (Secondary Education) Board.

PAVATE, D C (B)

Oral Evidence

I suppose you have been hearing fancy stories about the S.S.C. Board The fact is that in the C.A.B., it has been decided that there should be one S.S.C. for examining all kinds of students who leave the School, and therefore it is not good having the Matriculation Examination Domination of the matriculation has been so great that these Secondary schools have not had the freedom to frame the syllabuses. Because the University of Bombay controlled the Matriculation Examination they have controlled the syllabuses not only of the VIIth Standard but right from the IVth Standard. We should allow schools freedom to train their boys.

The University used to register schools for the purpose of sending boys for Matriculation We decided that the whole control of Secondary education should be with the Department and the schools should have freedom of developing into multilateral schools. We have converted all Government High Schools into vocational High Schools of the type of Central Schools in England and if a school is so inclined and has the ability they may go to the University but they are not bound to do that. They give such education for which they are fitted

The Government Schools were always a sort of model schools. We decided to develop multilateral schools, for instance, schools with agricultural bias, technical bias and schools with commercial bias. The Private schools are coming forward to develop their schools into vocational schools. The University was extremely fussy about giving recognition to the boys who pass the School Leaving Examinations.

They said that at the most they would give permission to those boys to go to Agricultural Colleges, but in no case they would give recognition to schools which send people to S.S.L.C. Examination. This worked very harshly on some of the schools and we thought the time was ripe to take over the examinations and that was also in consonance with the wishes of the C.A.B. Most of the members of the Board are nominated by Government. That is only in the first instance. Later on, it may be modified in the light of experience gained.

It is estimated that the University would lose about Rs. 1 lakh by way of examination fees as a result of the introduction of the new examination system.

PRADHAN N. C.

1 (a) The existing principles and standards may continue subject to a uniform standard laid down by the university

(b) Yes.

(c) Does not arise.

2. Yes.

3 As soon as new fields of vocation and technical education for trades are created, students not fitted for University education will, of their own accord desist from joining colleges.

4 (i) Matriculation.

(ii) No.

5 Yes where a Secondary School Leaving Certificate Eamination is conducted by Government or Education Department.

6. Fifteen plus.

7 By means of legislation.

8 Where the Matriculation is the only public examination at the end of the Secondary stage, the course of studies should be prescribed by the university

PRASAD B

8 The university should have a fair degree of control over Secondary Education. If the Secondary Education Board is not under the University more than 50 per cent. of its members should be elected by the Academic Council and the senate.

PRASAD DR. BISHESHWAR.

3 Yes, quite a large proportion of students are unsuitable for University studies, have no keenness for it and spoil the discipline and bring down the standard of education. The only method of keeping them out is to provide diverse openings for employment at the pre university stage and of the holding of a test by the University itself for admission to its courses.

4 (i) The Degree course should be of three years duration, and only students who have passed the Intermediate examination should *be eligible for admission* to it. There is a tendency for boys and girls to start education early hence undeveloped intellects would alone enter the universities if a standard lower than Intermediate is fixed for admission to the universities.

6. Not less than seventeen.

RAJENDAR SINGH, LT-COL.

8 It is essential that the educational policy outlined by the Central Government is supervised at all stages by one agency This supervision will be for all the purposes of central direction, allocation of funds and to ensure that the policy laid down by the Centre is being conducted properly It will not exercise direct control except at the final stage.

RAM, MISS S.

1 (a) Principles and standards.

i. The candidate for admission should have had a good general education in all branches.

ii The candidate should have proved by examination that he has the ability to study the courses and pass the University examinations and by references to doctor and schoolmaster that his character and health are satisfactory

(b) The present arrangements for admission are not completely satisfactory Many students are admitted through influence not merit.

2. The examinations themselves are not unsuitable although the marking could be improved. The education proceding the examination is not satisfactory usually for the same reasons as the education in the universities is not satisfactory

3 See 2 above. Possible methods of improving the material with which the University is to deal are as follows —

(i) The Principals and teachers of a college should be permitted to elect students for admission and their decison should be final.

(ii) There must be far more scholarships than at present.

4 & 5 Rapid changes in the examination system are not required but it does seems desirable that firstly there should not be too many examinations, which cut down the time for a good general education and secondly the examinations should be of the same standard all over India.

6. 18 years as a rule with exceptions down to 16 and upto any age

8 Every 5 years each university or each College should draw up comparative tables comprising for each student admitted the school attended, the character and qualifications (ability and attainments) as proved by the school the results and reports of the student at the university and notes on his career afterwards. These should be circulariz ed to schools from which the students came Each school will realize its failings in comparison with other schools.

RAMAMURTI, A.

1 (a) Communal and other considerations should on no account prevent any body from joining the University The gates of the university must, so to say be open to any body who is fit for university life.

5 An independent university examination is, in my view the best solution for ensuring proper admission to University courses.

6 Age should be above 16 years.

RAMANATHAN K. R.

1 It is important that there should be no communal consideration in admitting students to University courses of study except to see that communities now educationally backward are given a sufficient number of seats.

2. Prescribed examination is a good enough test for admission to universities.

3 The only way to keep out students with insufficient intellectual keenness, from universities is to provide other avenues of technical training and employment by which they can hope to reach a tolerable standard of living. The rise in the standard of wages that is now going on and the creation of technological institutions will help them.

4 (a) (i) University studies should be considered to begin after the present Intermediate Examination University teachers should be co-opted for conducting the Intermediate Examinations.

(ii) Yes.

6 16 to 18

8 The Inter Universities Board should recommend, and all universities, adopt, a minimum basic content of knowledge to be attained by students completing their Secondary education for admission to the university

RAMANATHAN V

1 (a) The principles now obtaining may continue.

(b) and (c) Along with the prescribed standards a personal interview may also be introduced with regard to professional courses.

2. Not exclusively Personal interview should also be a factor

3 Yes. The only way to check this overcrowding is to provide diversified technical courses leading to useful vocation.

RAMANUJAM MANNAWAL.

1 (a) Admission to University courses is prescribed by the laws of the University

(b) Yes.

(c) Does not arise.

2. Yes, *provided the examination is of the proper type*

3 The present social needs and want of other openings are responsible for students flocking to the Universities. It may not be possible to keep out, in the present circumstances, students not properly fitted for University courses

4 (i) Any entrance examination which would make it incumbent on the candidates to spend at least four years in the University before he takes the degree may be regarded as the satisfactory qualifying examination for admission.

5 No

6 Fifteen in the present conditions.

7 By ensuring proper safeguards at the time of admission and the admitting authority exercises vigilant care in the matter

8 By giving to the University representation on the Board of Secondary Education

RAMASWAMI, P

2. The examination which entitles a student to seek admission to the Andhra University is the S.S.L.C. Examination and the Andhra Matriculation. The S.S.L.C course, as at present revised is not such as to lead upto the University Course. The optionals are now eliminated and the transition from the School Course to the University *Course of study has become abrupt. The remedy would be to infuse* into the S.S.L.C Board a sufficiently large representation of University personnel.

3 It is true that at present a fairly good percentage of people, not having real intellectual keenness or aptitude for University studies, do flock to Universities, in a manner that pulls down the standard of those who are fitted therefor The remedy for one thing, would seem to be, to raise the standard of studies that constitute the qualification for entrance into the University Further if the first year of a young man's stay in the University reveals evidence of his intellectual inaptitude, no considerations of tenderness should be allowed to prevent his being sent back.

8 The syllabuses of study for those who are going to take a course of Secondary Education intended to be a preparation for study in the University shall have to be approved of by the concerned Boards of Pass Course studies in the Universities. Only then can the transition from the one to the other be made normal and natural

RANGACHARI, M V V K.

1 (a) Admission should be in order of merit alone in all courses of study and no communal or other preference should be permitted.

(b) and (c) No. Community proportion and minority weightage and rotation in ratio should be done away with.

3 Yes. Abolition of communal preference, restriction of admission resting on recommendation other than merit and provision of period of probation during which the student can be put under observation to be transferred into another course or rejected altogether are some of the means to avoid the evil.

RANGAIYA, M. VENKATA.

1 (a) Regarding admission to University courses on serious defect at present is that students are admitted when they are too immature to profit by University methods of study It is best that the present intermediate course is included in the Secondary course and that only those who pass the intermediate course are admitted into the Universities. The Lecture method adopted in University teaching can be followed only by students of the age of 17 and above. It is only they that can carry on independent studies under the general direction of their teachers. Pupils of the age of 16 and 17 should be taught in smaller classes where more individual attention is possible.

5 (a) A University need not have a separate entrance examination of its own. The Secondary school courses may be so devised—as is the case now in Madras as to enable the Universities to get the right type of students. The only condition should be that on the Boards regulating the Secondary School Courses the Universities should have adequate representation. This will give to the Universities the proper degree of control to which they are entitled over the content and administration of Secondary education.

7 No Provincial Government or University or the management of any educational institution should be allowed to regulate admissions into University courses on any communal basis in violation of Fundamental Right 23(2) of the Draft Constitution of India. The Federal Court should have the power to enforce this fundamental right.

RAO A. G RAMACHANDRA.

1 The Universities may be given complete discretion in such matters. The system obtaining in American and continental Universities may be followed.

2. The present Examination standards are not satisfactory tests for admission.

3 Yes. See answer to 1

4 Yes. Uniformity for the whole of India is desirable.

5 Refer answer to 1

6 No such restrictions need be imposed.

7 Restrictions which violate the fundamental rights must be statutorily avoided by the University acts.

8 Not necessary

RAO, G VENKAT

1 (a) (i) Where Intermediate forms a part of the University course, all those who are declared eligible for higher studies by the S.S.L.C. Board may be admitted.

(ii) Where Intermediate does not form a part of the University course, those who pass the Intermediate examination may be admitted to the pass degree course.

(iii) To the Honours courses may be admitted those who pass the B.A. or B.Sc. examination at least in II class or the Intermediate examination in I class, in order of their merit in Part III.

(iv) All things being equal the regional students should be pre ferred if the number of seats available are very few

(v) Ten per cent. of the available seats may be reserved for the Harijans in whose favour the merit criterion may be appreciably re laxed.

RAO H. S. MADHAVA.

(1) (a) Merit should be the sole consideration with a very slight relaxation in favour of backward communities for a fixed period (about 5 years)

(b) No.

(c) Merit alone must be the consideration to admission to advanced courses.

(2) Examination can be the only consideration. Other considerations are not workable.

(3) Yes. Graduates in Science and other technical subjects should be debarred from appointment to clerical posts in which their scientific training cannot be made use of from the point of view of nation building.

(4) (1) Matriculation or its equivalent examination for admission to university and Intermediate in the concerned subjects for admission to Technical Colleges.

(ii) Yes.

5 (i) Yes. One common examination for all universities.

6. 16th year

8 Not necessary in view of a separate entrance examination to the university

RAO P RAMACHANDRA.

6 No age limit is desirable either minimum or maximum. The thirst for education is enough whatever the age.

8 It is not the University that should control Secondary Education. The Central Government should control the whole education of the country and properly co-relate the Elementary Secondary Collegiate and University stages of it

RAO, V C KESVA.

1 (a) For Intermediate except for backward communities, the minimum qualification for admission should be 50 per cent. of the total marks.

(b) For Medicine Intermediate as at present.

(c) For Agriculture also Intermediate and not Matriculation as in some Colleges.

(d) For Law only B As should be admitted and not B Sc.

(e) For Engineering the minimum should be B Sc.

3 The wrong type of students also get in Psychological tests and observation tests will be more suitable if such a system can be devised.

4 (i) Higher Secondary Certificate as this is of considerable higher standard.

(ii) A uniformity is essential.

5 No

6 Fourteen.

RAO DR. V K. R V

While the qualification for admission to the university will differ inevitably between universities with three and two years degree courses, it is essential that the following principles should apply uniformally throughout India

(1) The age of graduation should be not less than 19

(2) Standards for admission to Honours classes must be distinctly higher than for Pass classes

(3) Standards for admission to M A classes must be much higher than those now prevalent in most Indian universities. Instruction for the M A. degree should not be automatically available to persons who pass the B A. examination and the M A. degree should be awarded only on the results of a special examination held two years after graduation

(4) There should be no discrimination of any kind in the matter of admission on the basis of either caste or creed or language or domicile.

(5) Nobody should be admitted to a university who fails to secure at least 45 per cent. of the aggregate of marks awarded at the examination qualifying for admission.

Oral Evidence

An age limit for admission to University courses of study should be laid down. It is difficult for a lad of 15 years to go up to Pass and Honours courses of study

RAY GIRIJA SHANKAR.

1 (a) Any student who desires higher education in any particular branch should be given facilities for same.

2. No The Matriculation Examination with its omnibus course and stress on too many languages is merely a test for a good clerk but not for a student's fitness for advanced study

3 I do not consider restrictions good and desirable. Any attempt to keep out undesirable elements may also bar a really desirable element.

4 (i) Matriculation.

(ii) Yes.

5 No.

6 Any age above 16

8. Secondary education is now a State concern, while University education is controlled by an autonomous body I would make the university responsible for the whole frame work of education beginning from the Primary stage. Alternatively the university should have its own limited sphere as now but should have an independent course of study and examination after the Matric stage to test a student's capacity for higher education.

Oral Evidence

ROY HON'BLE DR. B. C.

The question of the university giving up its control over Matriculation Examination is already engaging our attention and the Secondary Education Bill is in the anvil. Government would then be faced with the problem of meeting the resultant deficit on that score.

If the university were to have only a three-year course and were forced to observe the restrictions about the number of students and the standard of teachers, etc., the problem would not be solved. The whole question boils down to this whether the period of 11 years for schools and three years for colleges would serve the academic interests best if it is so, then there would arise the problem of finding the

requisite funds. A partial solution will be that if an eleven years course is introduced, more students would be easily diverted to technical schools.

ROY S. C.

3 Yes, admission should be made entirely on the basis of merit as indicated by the results of a regular examination.

6. There should be no lower age limit for admission to a university

SAHU LAKSHMINARAYAN.

(3) I do not want to keep out any student.

(5) Yes.

(6) No age restriction.

(8) No control except helping the cause of the furtherance of Secondary education.

SALAMAT ULLAH

2. & 3 *Matriculation* or *High School Examination* which is generally regarded as a satisfactory test for admission to a course of University study has been found inadequate with the result that many students having no aptitude for University studies get in.

University being a place for specialised training should devise ways and means to screen away students with inadequate calibre for a proposed course of studies. For this purpose something like the College Record Examination as practised in certain American Universities may be usefully adopted along with the consideration of the Cumulative Record of the candidate, the keeping of which must be made compulsory for all the Elementary and Secondary schools.

4 I do not think that there is a need for any uniform and universal examination conducted by an external body at the end of High School. Evaluation of success at this stage should be left in the hands of the authorities of the Individual High School. I may refer here to a plan of the Examination System for Elementary and Secondary Schools which I presented as my thesis for the Doctoral Degree under the guidance of Dr R. L. Thorndike of Teachers College, Columbia University I am herewith submitting the conclusions of the said study as a memorandum.

5 There must be an independent University Entrance Examination, as suggested in III (2 and 3) above.

8 Secondary education should be free from any control of the Universities with regard to the content as well as administration, for the domination of University over Secondary School has largely been responsible for the mechanical and lifeless system of education practised in our High Schools, which have at best served only as factories turning over ill-equipped recruits for Universities.

SANTHANAM, HON'BLE K.

Strict regulation of admission on the basis of merit as determined by the ranks of the students in the School Leaving Examination and unaffected by extraneous considerations would keep out the students not properly fitted.

8. The Universities should be represented in the bodies which regulate the standards of High School education. No direct control is desirable.

SARKAR, N K.

1 (b) No.

(c) Those students who are not intellectually fitted for University education should be kept out, through some sort of test, but before restricting admissions the Government should be prepared to meet all deficits in colleges and in University caused by drop in fee-income.

2. The system of examination is defective.

3 Yes. Students who are not intellectually fit to profit by University education often flock to Universities. There is wastage of money and human material. A special entrance-test is necessary to keep out the undesirable elements. But I should repeat that our colleges depend very largely on fee income from students. We are compelled to admit as many as we can accommodate to balance our budgets. If we restrict admissions, the colleges will collapse immediately We can pick and choose only if the Government give us assurance that they will meet our deficits caused by loss of fee income as a result of restrictions in admissions.

4 (i) Intermediate.

(ii) Yes. There should be uniformity in the whole of India.

5 I think the present system of examination supplemented by *viva voce* test may do for the present.

6 Sixteen.

8 As the University is the nearest approach to a public and representative educational authority all education in all its aspects should be diffused, directed, supervised and controlled by the University and no branch of learning, intellectual or commercial, industrial or economic can be considered outside its province. The University should have general power of supervision over the work of Secondary Education Board without interference with the day to day work of the Board if the work of the Board be absolutely unsatisfactory

SARMA D S.

1 (a) The principle of merit only

(b) For advanced studies admissions should be restricted to students of outstanding merit.

(c) No.

2. Yes.

3 Admissions should be restricted to advanced studies but not for Pass courses.

4 The examination at the end of the High School course should be of a uniform standard throughout India.

5 No

6. Fifteen years of age.

8 The universities should have adequate representation in the Secondary Education Boards which prescribe standards and conduct examination.

SASTRI, K. A. NILAKANTA.

III 1 (a) A uniform minimum of 40 per cent. in the regional language, in English and in at least two other subjects should be insisted on for admission to University courses of study

SASTRY M P L.

Admission based upon pre-determined communal and denominational ratio which has been detrimental to the benefit of those that are fitted for University education has led to the lowering of standards to a great extent and brought down efficiency This has also resulted in huge waste of resources and this should be abolished wherever it exists. However a small percentage of seats may be reserved for educationally backward communities. Even there, the selection should be made according to merit. The system of reservation of seats should continue only for a limited period of ten years. Any tendency to remodel the pattern of University education on communal lines should be completely checked in time.

SASTRI, T R. VENKATARAMA.

6. So long as the Intermediate course is attached to the Collegiate course 15 or 16 should be the age of admission to Colleges.

7 The fundamental right in Article 23 of the Draft Constitution should be put into the Act governing each University The strict observance of this right should be a condition of affiliation of each College. The right to education is an individual right it is not the right of the community to which the individual belongs, to be doled out by a proportional representation of the communities or classes. The operation of these rule has been the subject of complaint even within community

Oral Evidence

About admission to professional college the Government have ordered that in addition to the communal proportions being adhered to the number of seats for each district should be fixed with reference to the population of the district. I have heard complaints that the communal proportion and the district wise distribution working together exclude even very deserving candidates. That is the case with

Engineering and Medical Colleges. When a person seeks admission, his right is an individual right and it does not arise from his caste or community. Therefore I submit that selection should be based on merit and qualifications only.

Continuing the discrimination accentuates the social evils. Personally I consider that such distribution is unnecessary. The services of a best engineer or a best doctor to whatever community he may belong is at the disposal of the whole society. Merit should not be penalised. Among the Non-Brahmans, there are 30 or 40 divisions. There was a complaint in the newspapers that a particular sub-division of the Non-Brahmin community had not been properly represented. You will have to find accommodation for each of these sub-divisions. That will be impossible.

SASTRI, V. A. RAMASWAMI.

3. Yes. The standard qualifying examination for admission to University courses should be raised and admission should be strictly based on merit.

4. (i) Matriculation.

(ii) Yes.

6. Sixteen.

SASTRI, V. APPAIYA.

4. (i) Intermediate examination may be abolished altogether. The college course may be made of three years duration whether it be for Arts or for any of the professions.

SAVOOR, DR. S. R. U.

I feel that during the last ten years the number of students who flock to the Universities has become larger and larger and that too many of these have been admitted to courses of studies for reasons other than their ability and intellectual keenness. In free India it should be our endeavour to see that admissions are governed entirely by merit and not by communal considerations. In the case of Harijans a lower standard may perhaps be allowed for the next ten years. I think it is necessary to consider the weekly or monthly record of a student's work as much a test of his fitness for a course of University study as capacity to pass an examination, perhaps in the same way as the Record Books of experimental work done by a student is taken into account by the University examiners. Students record in other matters like games and their extra-collegiate work may be taken into consideration. Provision for the larger numbers desiring education, but who are not likely to profit by University education, should be made by opening a sufficient number of Polytechnics giving diplomas. It is desirable also that students who have done exceedingly well at the polytechnics should be given chance for further University education.

I am in favour of an independent University entrance examination. The age of admission to the University may be fixed at 15 but in cases where the weight and physical health of a younger boy come up to the average of a 15 year boy and he has shown by his school record that he is exceptionally brilliant, he may be permitted by the Syndicate to appear for the University entrance examination. By the University having its own entrance examination it will have an indirect control over Secondary education. Secondary education at present is partially subsidized by the provincial government and it may not be feasible for the Universities to have any direct control in the administration of Secondary education

SEKHAR, INDU

3 Yes.

The present Intermediate course should be transferred to schools there should be two different courses at the higher classes of schools and for those who will prosecute higher studies in the Universities and another for those who will go up for technical and vocational courses. Accordingly there should be two examinations.

6. Not less than sixteen.

8 The Universities should be properly represented on the provincial boards of Secondary education. Syllabus for Matriculation Examination should be drawn up in consultation with the universities.

SEN, T

4 (i) No.

(ii) Uniformity should be introduced throughout India.

5 No.

6 At about 18

7 Universities may draw up a minimum requirement for admission into the university They may have some representation in the Board of Examiners of Secondary Education Board.

SIDDALINGALIYA, DR. M.

A pass in the S.S.L.C. or Matriculation Examination should be the minimum qualification.

But the syllabus requirements of the existing Matriculation course and also the elementary course must be completely overhauled and brought quite up-to-date and made useful from the point of view of the good of the individual and the society

The minimum should in all cases and grades be above 75 per cent. as obtains in U.S.A. so that both the teacher and the taught could aim at higher standards of attainment.

As already mentioned under Question 1 standards pertaining to an all round development of the pupils, physical, mental, moral social, and aesthetic, etc. must be the determinant factor for providing opportunities for higher education.

SETHI, B. L.

1 (a) Same as at present. But some alterations in the rules are necessary

(b) Yes, but admissions to advanced studies should be done exclusively on merit.

3 Yes, such students who are not fitted to profit by the University education should be given training in other branches of work suitable to their talents, which should be opened. Normally if a student does not pass his first University examination in double the time, he should be removed.

4 (i) Matriculation or High School examination or any equivalent examination thereof should be the minimum qualification for admission to the University

5 No. This, if introduced will not serve any useful purpose.

6. Not below 15 years.

8 Only in respect of harmonising the courses of study in the Secondary High Schools and University education.

SHARMA, TULSINARAYAN

We are not satisfied with the present system of admission to University courses. Universities admission has seriously affected the standard of education This requires complete over hauling on the following lines —

There should be one examination at the end of the Secondary stage—"School Final Examination" after which the successful candidate may either take to vocational training or prepare themselves for University education—those who choose the second alternative will have to appear at the Entrance Examination after one year of their passing the "School Final Examination" During the interval between the "School Final and the Entrance Examinations," the students should receive preparatory lessons in some schools specially meant for the purpose, the number of which will necessarily be less than that of Secondary schools. Some Secondary schools may be recognised for this purpose. At this stage they will receive an education that will prepare them for the Entrance Examination, success in which will qualify them for University education. The Entrance Examination should be conducted by the University but the "School Final Examination" will be under the jurisdiction of a Secondary Board of Education. Of course, there should be an All India Standard for the School Final as well as for the Entrance Examination. Regarding age, there should be no bar In this way we can keep out the unfit students from flocking to Universities and raise the standard of education at the University and College level.

The secondary education should be under the Provincial Government conducted by the Secondary Board in which the University will be adequately represented so as to ensure co-operation between the University and Government and co-ordination between Secondary and University education.

SINGHANIA PADAMPAT

1 (a) The following principles should be adhered to

(i) In case of Academic Universities a diploma of the Higher Secondary schools.

(ii) In case of Technical Universities a certificate of the higher technical schools in respect of the courses studied and practical experience of some duration.

SINGH, NARINDER SINGH.

4 The admission qualifications should be uniform for the whole of India.

5 Universities should have no direct control over the content and administration of Secondary education

SRINIVASACHARI C S.

I would warmly plead for the admission of students from all areas of the Dominion freely so that inter-provincial and inter-university migration becomes easy and free.

Matriculation or the High School Examination equivalent to it may be uniformly recommended The higher entrance examination at the end of the seventh year of the Secondary course or of the Preparatory course leading to a three-year degree course has not taken root in South India.

SRINIVASACHAR, S.

a. Refer to the answer to question 1(d) under I.

b. Not satisfied.

c. Refer to the answer to question (d) under I

The admission to colleges of different kinds should under no circumstance be based on communal considerations.

2 Although not entirely satisfactory in the absence of any other alternative method it is the only available method. This method may be supplemented by a *viva-voce* test at the time of admission.

3 Yes. Refer to suggestions made under 1.

4 (i) Matriculation or its equivalent.

(ii) Yes.

5 Not necessary

6 Not less than 15 and not more than 20.

7 The only community entitled to any concession is the Depressed class community Some concessions with regard to the age of admission, fees may be accorded to students belonging to this community

The clause 23 (2) of the draft constitution shall be adhered to under all conditions.

8 A special committee consisting of educational experts drawn from the University and the Education Department will go into the question of drafting the scheme of secondary education in such a way as would enable a proper consideration between secondary education on the one hand and the university and technological courses on the other

SRIVASTAVA, DR. P L.

Oral Evidence

We would first like that methods should be devised by which those students who are fit to receive University education and to come to us should be selected and other students should be diverted to other channels. It is not in our hands. It is in the hands of the government of the country They ought to establish technical institutions, other lines of vocational institutions, more engineering schools and colleges. Students who are fit to go for those lines should go there. At present every student after passing his Intermediate Examination thinks he can get a better job by coming and taking a degree in the university no matter whether he is fit for that degree or whether he gets a degree in a 3rd class.

There are no colleges here which take 3rd Divisioners. They are local boys and we can't exclude here 3rd divisioners altogether If we exclude them they go to the Agra University

STANISLAS REV SISTER MARY

1 (a) Good character intelligence and aptitude.

(c) Achievement scores alone are taken into consideration in deciding fitness for a course of University study *e.g* S.S.L.C. Matriculation, etc. Good character and aptitude should also receive proper attention from the teachers as well as the taught. Methods other than written examination should be devised to assess fitness.

SUBRAMANIAN, L. R. S.

The minimum qualification for admission to the various courses will be set down by the Academic Council in its regulations having regard to the nature of the course to be pursued, *e g* a pass in Mathematics and certain Science subjects for Engineering.

Admission should in no case be on caste or communal considerations.

2. Ordinarily it has to be by an examination. If need be, a special examination may be held and those who have done well may be interviewed for selection.

SUBRAHMANYAM M. V

6 Fifteen should ordinarily be the age of admission to the university and exemptions below this age may be granted by the university as at present. This Educational Sarada Act need not be strictly enforced, for in my long experience I have found that boys

of 14½ and 15 have proved brilliant students in the Intermediate classes. If such students are not admitted straightaway to the College classes, they are overcome by a sense of frustration

8 Any re-organisation of the Secondary School system should have the approval of the university

THADANI N V

1 (a) I do not think any radical change is necessary

(b) The present arrangements for admission to the Science Courses of the University are not satisfactory

(c) The present facilities should be substantially increased.

2. No.

3 Yes, there are too many students. They flock to the University because they have no other alternative.

THOMAS, R. P

1 (a) (b) and (c) The existing arrangement is for the present all right and no change is necessary

2. An additional *viva-voce* test would be very useful if it can be arranged.

3 Yes. In marking the answer papers such student can easily be found out as a rule and they should be marked very low Rules can then be made after avoiding the method of mechanical marking that students who fail to get a certain minimum percentage will be allowed to sit again for the university examination. Exception may be made to this rule and a *viva voce* test may be instituted for such exceptional cases.

4 (i) I prefer the Matriculation Examination.

(ii) Yes.

5 The Matriculation Examination should suffice especially if it is supplemented by the *viva voce* at the time of admission.

TRIMURTI, DR. T S.

Oral Evidence

In the selection of candidates, the Government prescribes communal and territorial proportions.

Selection on communal grounds is atrocious. I strongly plead that communal and territorial grounds should not be the basis for selection. Merit alone should be the standard if we want to improve our standard of education.

The minimum age for admission to the University course in Madras is 14 years and 6 months. In Travancore it is less. A student below that age joins the Travancore University and after reaching the prescribed age joins the Madras University The age limit should be reduced.

UNIVERSITY COLLEGES, WALTAIR (PRINCIPAL & DEPARTMENTAL HEADS)

1 (a) *Recorded merit, intellectual keenness, integrity and physical fitness* should be the determining factors for admission to University courses. For all classes and courses, and certainly for the Honours and post-graduate courses, admission should be made only after a personal interview and, if necessary a special test.

(b) Arrangements for admission to the Andhra University College, are, on the whole, satisfactory

2. Not quite —and not always hence the need for an interview and a special test.

3. At present the undesirable type of students do act as a drag on the better type, and the general tone suffers in consequence. If, however admissions are regulated as above indicated, the number of such students would diminish. A method of weeding out those that get in owing to the imperfect nature of the tests and those that deteriorate after admission at the earliest possible moment should be devised.

4 (i) The Intermediate course should be an integral part of University education. Without complete control over the Intermediate courses, standards at the higher examinations cannot be maintained. Accordingly the Matriculation (or the school Certificate) should be the qualifying examination for a University course.

(ii) It is certainly desirable—and even necessary—to have uniformity on this question all over India.

5 The ideal would be for each University to have its own Entrance examination. But this would mean a lot of give and take between Education Departments on the one hand and the Universities on the other

6. The age of admission should be normally not less than 14 and not more than 21 But in special cases the University authorities may be empowered to waive the rule.

7 The Universities should be permitted to exercise a measure of effective control over the "academic" courses of the Secondary schools. The Education Department, holding as it does the power of the purse, has an overwhelming voice in the administration of Secondary education, but at least in the formulation of the curricula of studies, the Universities viewpoint may be heard if only to bring about a proper and healthy correlation of Secondary and University education.

URS, NANJARAJ

Oral Evidence

Many occupational institutes should be opened for boys after S.S.L.C. in order to check the rush to the University collges. Admission to the University must be only on grounds of merit and no other consideration. I am not for the communal basis. It is no good increasing colleges and producing mass-graduates.

VAKIL, RAMAN, N

1 (a) With due regard to the Secondary School Leaving Examinations held by the Provincial Governments, all Universities should have the freedom to lay down their respective standards of entrance. The Provincial Governments should not unduly interfere with this right of the Universities.

3 Yes. Opening of vocational institutions will gradually divert a good many students to such courses of study which will prove more useful to the individuals and to the community

5 If a joint board can be created—as in Madras—the state of things will be much better Mutual understanding between the Provincial Government on the one hand and the University on the other and a spirit of accommodation and co-operation is quite essential for the cause of good and sound education.

WADIA, P A.

5 If any university is to function and perform its proper duties, its entrance examination should be entirely under its control. The University is the final and the only judge of the qualifications of those who should enter its portals. If this is admitted then much of the need for universities having any control over Secondary education would be avoided though of course co-ordination between High School teaching and University teaching is necessary

WEST BENGAL COLLEGE & UNIVERSITY TEACHERS' ASSOCIATION

1 (a) We consider that the candidates for admission into the Universities should be able to pass simple psychological tests and health examination. Only those who can really benefit by University education should be permitted to join the Universities and not others. It has at the same time to be assured that the University education does not become prohibitive in the case of poor students of real merit.

(c) After finishing the free and compulsory stage of education between ages 6-14 where a student is expected to reach the present matriculation standard, he will proceed to Intermediate stage of general education or to Trade and Industrial High Schools as the case may be, at the age range 14 to 17 This will lead to the B.A. B.Sc. classes of University education also to Technical and Professional courses of studies.

8 The bodies controlling education in three different stages should be composed of a majority of teachers. There should be an inter-relation of representations on the different bodies, so that each may have its representatives on the other

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QUESTION IV

ACHARYA C. M.

1 (a) & (b) The existing system needs considerable improvement.

3 (a) I am in favour of the lecture system here. The method has not succeeded due to the incapacity of teachers in many cases and also due to indiscriminate admission of students to college classes. There are students who come to the college not so much for the purpose of study but simply to pass time.

3 (c) I do not agree.

3 (d) As already suggested usually 1st and 2nd division students should be admitted and better type of teachers should be employed.

3 (e) Lectures should be compulsory

While I have been talking of better type of teachers to be employed I am conscious that it is difficult to get them for various reasons, most important of which is the low salary paid to them. An ordinary B.A. or a Bachelor of Law either in the executive, administrative or judicial service gets more pay and enjoys more emoluments than a Lecturer in a College, with first class M.A. degree Provisions must be made to improve the pecuniary conditions of teachers. Many teachers have employed themselves, specially during the last 15 years, as private tutors simply because with the salary paid to them they cannot meet their bare necessities. A Lecturer gets Rs. 125 to Rs. 200 He has to pay Rs. 50 for an ordinary house as house rent. How can he manage with the balance ?

5 The maximum number for a Lecturer in the under-graduate classes should be 120. There should be at least 3 lectures in the under-graduate classes in a week. A tutorial class should ordinarily consist of 15 students, but in no case more than 20 The tutorial class should meet at least once a week and attendance should be compulsory

7 (a) & (b) I do not agree with the criticism that teaching is unduly subordinated to examination No attempt need be made to reduce the rigidity of the examination system.

(c) *Legal Education.*—There should be better provision for Legal education. Theoretical part of Law should be introduced as a subject in under-graduate classes. The students may be left to choose Law as one of the allied subjects with Economics or Politics, or public Administration. For instance Jurisprudence, Ancient Indian Polity General Principles of Hindu Law General Principles of Inter National Law General Principles of Constitutional Law and General

Principles of Criminal Law may be taken in under-graduate classes. Students who will have these as one of the groups may be exempted from attending lectures on these in the B.L. or LL.B. classes. They may be permitted to take up Honours course in Law The Moot Court system is not at all satisfactory There should be less number of Moot Courts, but eminent lawyers from the Bar should be invited to preside. Students should attend Courts of original and appellate jurisdiction with the Professor and may go on excursion to see the working in Courts in other provinces.

8. There are certain defects no doubt in the examination system. Steps should be taken to remove them. There should be uniform standard in all the Universities in India. The courses of studies in all Universities should be the same.

A teacher teaching the particular subject in a particular College in a University should not be allowed to set papers in that subject. External examiners should always be appointed. Class records may be used not as substitute for the University examinations but for testing the meritorious boy if he claims admission to the next higher examination in case he is accidentally placed in third division.

9 Except in the case of teachers no permission should be given to any one else for appearing in the post-graduate examination without attending lectures. Students intending to appear at the M.A. or M.Sc. examinations must attend classes and practical examination in Science.

10 As already mentioned above external examiners will always be preferred *i.e* Professors of the University may set papers in another University but there should always be a Board of Moderators to moderate the papers with reference to the syllabus and the books.

11 (a) Yes.

No examiner should examine, as far as practicable more than 100 books.

(b) Yes.

12. (a) There is no uniformity of standard at present. Nomenclature of degrees in all Universities should be the same.

(b) Uniformity of standard is essential. Uniformity in nomenclature is desirable.

(c) Yes.

13 The question can be divided into two parts. The Degree course, if it is a Pass course, should be for two years. Those who take up the Pass course and intend to join post-graduate classes in M.A. or M.Sc., should have teaching for two years. But those who pass with Honours course should have one year

14 (i) In view of the above suggestions the Pass course and the Honours course should be reorganised.

(iii) The pass course should have four subjects, namely (i) English, (ii) one of the modern Indian languages and (iii) & (iv) two other subjects, but two optional subjects must be allied subjects.

(iv) No.

(v) Specialisation does not begin prematurely in India.

(vii) In professional Faculties, Honours course should be provided.

15 I share the view mentioned in the question. Efforts should be made to ensure uniformity To ensure uniformity there should be a body of moderators. They should be selected from amongst experienced teachers of different Universities. They may examine certain percentage of answer books to find out if the uniformity of standard is being maintained they must offer criticisms and suggestions after defects are noticed.

ADDY K. C.

5 (a) 75

(b) 5 lectures per week in each subject.

(c) 6 in each tutorial group.

(d) At least once a week.

(e) Attendance should be compulsory

6. (b) It would be most beneficial if vacations were utilized for special Summer Courses and attended by students from other Universities as well. A wise planning of vacations and holidays should help the under-graduate in his pursuit of knowledge.

8 (a) Tutorial & Progress Reports from a candidate's own College teachers should be used in the assessment of performance and so correct the vagaries of examinations.

10. (a) There should be only internal paper setters and their selection should be made on a 3 year rotation basis. Examiners should be internal and external and these might be selected on a 5 year rotation basis, from the staffs of all the constituent colleges of the University in question. In other words no person should be an examiner at the same examination and for the same paper for more than 5 consecutive years.

14 (i) The Honours course in the various subjects of study should be reorganized on an uniform all-India basis.

AKSHAIBAR LAL

5 (a) The number varies from subject to subject, optimum going upto 150. The number should not be more than 50 for lecturer

(b) The number of lectures in the under-graduate class will vary according to the importance of a subject in the syllabus from 3 to 12 per week.

(c) Tutorial number should vary from 10 to 20.

(d) Twice a week.

(e) Yes, attendance should be compulsory

6 (c) Field work and excursion can be better planned during holidays. Extra-curricular activities such as social service etc., can be usefully arranged in longer vacation and holidays.

8 (a) Oral examination combined with written tests may to a great extent correct the *vagaries of the examination*.

(b) Credit should be given to class work in the examination.

(d) University examination may be held at least twice a year and students should be allowed to keep terms and not academic years as at present.

9 Non-collegiate students employed in institutions connected with subjects which they wish to take up in the University examination should be eligible to appear for the examination.

12. (b) Uniformity is essential.

(c) Some measure of central regulation is necessary

13 Three years after the High School when the standard should be raised to that of the present Intermediate.

14 (viii) There should be Honours course in the professional Faculties.

15 (b) There should be uniform scales of marks for different divisions in the corresponding examinations for all the Universities and half the examinerships should go to the external examiners who should be appointed on a basis wider than that at present in some Universities.

(c) Yes. A central organisation like the present Inter-University Board empowered to review the standards of the Indian Universities is recommended. It should endeavour to maintain uniformity of standards.

AIYAR, ALLADI KRISHNASWAMI.

IV 1 (a) To a large extent, the work in our Universities will depend upon the kind of Professors that are entertained in the Universities and in Colleges or Institutes maintained and supported by Government. A second-rate Professor is not likely to attract a first rate student. There must be insistance upon a Professor in a University of a College producing some original work or treatise or paper on some topic connected with this subject within a particular period. This must be made a condition of his appointment. The paper or the thesis must receive the recognition of the best academies in the world devoted to the particular subject. If we are not able to get proper men locally for the task, we must not be reluctant to indent upon the best talent in India or in any part of the civilised world. Knowledge cannot flourish on isolationism and self-centred narrow provincialism.

3 I am not against the lecture-system as such provided the system does not degenerate into a mechanical reproduction by the teacher

of what is in recognised text books, or what he has said in previous years. To a large extent, whether the lecture system is good or not will depend upon the personnel and the staff that is recruited. A good lecturer might stimulate interest in and proper study of a particular subject.

4. I doubt very much, having regard to the increased size of our classes and the very large number of students that flock to the University that tutorial system of the kind obtaining in Oxford and Cambridge can be advantageously introduced in our Universities. There must, however be occasions for frequent intellectual contracts between the students and the professor or the teacher In the Honours Classes, especially provided that the professor is of the right type, the contacts are sure to result in considerable good.

7 While a good deal can be said against the examination system, I am not for dispensing with the examination, as the natural and only effect of it will be the lowering of the standards and a general laxity in the different Colleges.

3 (a) Yes, but greater importance should be attached to seminar work.

(b) No not as much as we desire.

(c) Yes, but this evil is partly due to the examination system and to the lack of adequate library facilities for students.

4. (a) Very little scope for either unless the proportion of teachers to the students in the university is substantially increased.

(b) We would suggest emphasis on tutorial work in the under-graduate, and seminar work in the post-graduate classes.

(c) Yes, there should be better equipped departmental libraries and greater library facilities.

6. (a) There is sufficient theoretical instruction but not enough practical, written or field work.

7 (a) Yes, absolutely

(b) Yes, the teacher may hold surprise class tests and the marks awarded in these may be added to the marks obtained in the final examination.

10 (a) The system of appointing examiners should be modified in such a way that examinerships should not become the monopoly of a few people at the top. Inside the department, the principle of rotation according to seniority of service should be applied for the graduates examination and appointments should be made by the Committee of Courses in each subject. The appointments may be made for two years only

(b) The ratio between internal and external examiners for residential universities should be 2 1

AMIR CHAND LT-COL.

2. The departmental organisations have fettered the Heads of the Departments with too much routine and regulations and are interfering with the improvement of the quality of teaching work. The Heads of Departments should have considerable liberty in the selection of their staff, the introduction of methods of teaching and the utilisation of finances once they are voted for a particular department.

3 Too much of lecture type of teaching is being given to University classes. The whole course is expected to be covered by lectures. Most of the students do not follow lectures. The number of lectures should, be reduced and time should be allotted for lecture-demonstration and practical work. Attendances to lectures will have to be compulsory for some time to come as the students are very irresponsive at present. If a strict tutorial system is introduced on the strength of which one can be debarred from sitting in the examinations, attendances at lectures may be made optional.

7 Existing University system is completely subordinated to examinations. The text books are fixed. The lectures and examinations determine the course of lectures and practicals and a teacher who does not pay attention minutely to the requirements of the examination becomes exceedingly unpopular with the students. Results of examinations are pass-port for admission to higher studies or to Government Service. The teachers opinions of students about their practical work do not count in any way at present. The subject which does not form part of the examination does not interest the student and he devotes his attention entirely to subjects of examinations for example in the 3rd year of the Medical College the students have to attend lectures and practical work in Pathology Medicine, Surgery and in Pharmacology In the 2nd Professional examination which is held at the end of 3rd year they have to appear only in Pharmacology The other 3 subjects are completely neglected by the students in the 3rd year

(c) I think the present system of examinations is quite unsuitable. The examinations are carried on in such a hurried way that the competence of the examinee cannot be properly assessed especially the practical work.

8 The vagaries of examinations can be diminished by making these examinations to last several days for each student. This system is in vogue in Russia in Medical examinations and can be copied with benefit. Class records can be utilised for the assessment of performance if the number of teachers is increased and the work done is recorded during the period of experiment and immediately signed by the teacher If the students were allowed to prepare their records at home these will be valueless. Psychological tests can form basis of admissions to a particular course of studies and after that it could not act as a substitute for examinations.

9 There should certainly be a category of non-Collegiate students especially consisting of those who are working as teachers, laboratory assistants whether in University laboratories or Commercial laboratories. Certain persons in the profession should also constitute as non-collegiate students and be allowed to appear in University examinations without formal attendance.

AMRIT KAUR, HON'BLE RAJKUMARI.

3 So far as Medicine is concerned the lecture type of teaching has been a failure particularly for clinical subjects actual demonstrations and bedside clinics would be much more useful than didactic lectures. Even for the study of Basic Sciences and pre-clinical subjects demonstrations will be of greater value than lectures. I consider that some films on technical subjects will have a great future in teaching. In my opinion this will be applicable to other courses of study also.

6 (b) and (c) Yes. I would even suggest the summer vacation being utilised for our young students to go abroad to international seminars and to students' camps and rallies.

ANDHRA TEACHERS' FEDERATION MASULIPATAM.

13 The duration of the first degree course may be fixed at three years.

ANNAMALAI UNIVERSITY TEACHERS' UNION

3 (d) Having more tutorial work, paying more attention to the work done by the student on his own (under the guidance of the teacher) tightening the emphasis on examinations the examination papers being modified to test the initiative and the conceptual grasp of the student and weightage being given to class work.

(e) Yes. Attendance at lectures must be compulsory But adults over 25 may be permitted to appear for the examinations without attendance at lectures.

ARTHUR MOORE.

1 (i) Yes.

(ii) No

(iii) I think it should be applied. But it cannot be so till the teaching profession is properly esteemed and paid.

3 (a) Yes.

(b) Yes, at the lectures indicated by the tutor

5 (a) Optimum probably about 7 Maximum 75

(c) One, or two.

(e) It is the tutor's business to deal with this. Under-graduates who fail to keep appointments with their tutors generally get sent down.

7 (b) (i) No.

(ii) No

(iii) No.

(c) The written examination should be followed by a *viva voce* examination of a discriminating kind based on the candidate's written answers. The main object of the "Viva" should be to see if he may not have done himself injustice, and be entitled to a higher class than at present indicated. His class should not be lowered as the result of the *viva*, but could be raised.

8 (c) No. This opens a wide door to nonsense. It can be used with advantage in regard to particular appointments but not for academic degrees.

ASRANI, U A.

(1) Yes, the ideal is attainable.

(2) The departmental heads should have assistants for routine administrative work or should share that work with their assistants.

(3) Lectures are a necessity in giving to the students a wider perspective than that afforded by the text-book, in making the comprehension of difficult or highly technical studies easy and in suggesting courses of further study Attendance at these lectures should remain, at least for the present, compulsory But I am of opinion that we are over doing our lectures it does amount to spoon feeding or mere examination preparation. The number of lectures should be reduced and tutorial or seminar type of classes should supplement the teaching and ensure that the student pursues his studies regularly and in a thorough going manner and that he does not restrict his perspective to only examination questions.

ATREYA, B L.

1 (iii) Because University teachers and students waste their time in doing other things than academic work. University and country politics engage them more than intellectual work as the former is supposed to pay more than the latter There is no serious academic atmosphere in our Universities at present. Professors devote a lot of them valuable time to party politics through which they secure membership of Courts and Councils and Syndicates. They know that they rise earlier in their status and get higher salaries by joining this or that party rather than by teaching experience and research work.

2. I do not understand this question.

3. Lecture type of teaching is very essential and most of its evils are imaginary It should certainly be supplemented by Tutorial and Seminar systems.

4 Tutorial and Seminar systems need a larger number of staff than we have at present in Indian Universities.

BAHUGUNA, S. D.

1 (iii) Because really qualified men are wanting, libraries and laboratories are poorly equipped and other necessary facilities are absent.

3. (a) Yes.

(b) No, but it will come with better class of teachers.

(c) Yes to some extent.

(d) With tutorial classes.

(e) Upto a certain percentage.

7 (a) I entirely agree.

(b) Yes.

(c) With regard to teaching. Actual work and its nature and quality during a period of at least two years should be taken into account for which regular supervision should be made and record kept.

8. (a) Yes.

(b) Some marks may be allotted for class work.

(c) Yes.

(d) There may be some sort of oral examination for which some marks may be assigned.

13 Three years (with only one year in the Intermediate attached to Secondary education)

14 (i) Yes.

15 (a) Yes.

(c) Yes.

(d) In an advisory capacity

BALAKRISHNAIYA, JUSTICE N

9 I am not in favour of non-collegiate students being declared eligible for University examinations.

11 (a) A Professor should not be an examiner for more than two universities and he shall not be absent from headquarters for more than a week in the whole year

BALWANT SINGH.

1 (i) Yes.

(ii) This ideal is unattainable.

(iii) Because our Universities are mere examining bodies and they carry on mass teaching.

3 (a) This system should be supplemented with the work of supervision as in Cambridge.

(b) No response from students.

(c) Yes. There is more of spoon feeding.

(d) The number of students should be small. There should be more of personal contact and guidance for study

(e) Yes.

4 (a) (i) There is no scope for tutorial education unless the Colleges are nationalised or subsidised heavily by the Government.

(b) The number of students per professor should be 20 only

8 (a) Yes.

(b) Class records can do for more than half the work.

(c) Yes.

(d) The University examination should be based partly on fixed and set courses and partly on the general understanding of the subject. This is suggested in order to eliminate cramming and the use of Bazar note.

BALWANT SINGH, BAWA.

2. The Departmental organization of teaching has improved the quality of teaching work. Not much can be said about the research work since not many institutions undertake it.

3 (a) The lecture type of teaching should continue to a large extent. But (i) the lecture should in no case be allowed to deteriorate into a dictation of the teacher's notes and (ii) a few topics which lend themselves to individual study by the students themselves should be left for their independent work subject strictly to a subsequent checkup in the Seminar or the Tutorial Group

(b) Yes, the method has succeeded in evoking a fair response among the students.

(c) It has sometimes led to over-teaching or spoon-feeding. Witness, for instance, the elaborate notes dictated by some professors.

(d) The existing evils could be corrected by leaving over to the students, independent work on such topics or phases of topics as can be prepared by them with the help of library books.

(e) Yes, attendance at lectures should continue to be compulsory as before, the main reason being the general lack of a proper sense of responsibility and a spirit of work among the students. They are sure to abuse any laxity in this regard. If anything, the percentage should be raised from 60 to 75

8 (a) The presence of Internal Examiners on the Board of Examiners should operate as a corrective for such vagaries. Boards of Moderators, too, should prove useful in checking over-assessment of performance.

(b) Class records can be used only to a limited extent If they are used extensively laxity may follow owing to favouritism etc. resulting in the cheapening of degrees and lowering of standards.

(c) No, we have not yet reached the stage when the use of psychological tests could be considered practicable.

BANARAS HINDU UNIVERSITY HEADS OF DEPARTMENTS OF THE FACULTY OF SCIENCE.

Oral Evidence.

I personally think that the Intermediate and B.Sc. should not be separated.The system which prevails here now is better than what obtains in the Intermediate Colleges. If the tutorial system and smaller classes of 50 to 75 are introduced in the University itself, it would be a much better solution.

The Sadler s Commission s Intermediate Colleges have not worked effectively

I have experience of both systems. If you make it a three-year degree course then it would be much better Three year degree course with a year tagged on to the School course would be much better I agree with what you have said about the Intermediate being a drag on the whole University standard

BAWA KARTAR SINGH.

I have seen the working of the Intermediate classes in the U.P These Intermediate colleges have not served the purpose for which they were established. I am in favour of the 3 year Degree course. But the course will not succeed as long as the 2 year Degree course is allowed to exist side by side. The Honours School of literature at Lucknow did not succeed very much because the Pass degree course was allowed to exist side by side. (A. B. Misra)

I am for the removal of an appreciable part of the I.Sc. If the whole lot is removed, the work will be better We have 700 students in the I.Sc. About 300 may find accommodation in the Hostels. The remaining 400 live in Lodges near about the University Let all the 700 students be sent to the City unless we are sure that we can provide all of them seats in Hostels. The teacher will be near when the students are in the Approved Lodges. It is far better than stay near the University in the Approved Lodges.

In the Intermediate Colleges I.Sc. being their higher classes, they concentrate on the higher classes. (S. S. Joshi)

Transferring the Intermediate is shifting the burden to some other body If we are not able to have enough staff for teaching, and if more staff could be made available if they are transferred to the Intermediate Colleges, why not appoint the extra staff to the present Intermediate classes and make them more efficient.

If they are shifted to separate colleges they will have to appoint additional staff. If more men are going to be appointed to the Intermediate Colleges, that could be done here in the University itself. (Dr Dasannacharya)

BANERJEE, B. N

4 (b) I think students in batches should be assigned to teachers, not necessarily only when they are residents in the University In Calcutta, for instance, it should be desirable to place students in the charge

of a teacher living in the quarter where the students also reside and preferably teaching subjects linked with the students own subjects.

7 (b) I am very much in favour of reducing the rigidity of the examination system and agree that examination should be varied to meet the needs of different subjects of study and groups of students.

BANNERJI, N V

3 "Lectures" seem to me to be unavoidable. But there should be fewer lectures than we have at the present time. The lectures shall be supplemented by the seminar type of instruction.

BASU A. N

1 (ii) The ideal is not attainable under the existing circumstances due mainly to the poverty of the people, financial weakness of the institutions, overcrowding in the colleges and universities etc.

3. The lacture method should be supplemented by the tutorial and seminar systems.

7 Yes. There are too many examinations at present and the examinations exercise an undue influence on teaching.

8. (b) Class records should figure more prominently than at present in the final assessment. They should be made available to external examiners.

(d) In every examination there should be only two classes in the pass course, pass and distinction, and classes I and II in the Honours and the Master's degree examinations.

15. (b) There should be periodical statistical reviews to check that the standards are maintained at a fairly constant level.

BHANDARKAR, S. S.

1 (iii) The reasons are (1) in this vast country there are more students keen on entering the University than there are Colleges to provide for them adequately and (2) shortage of sufficient funds and properly trained personnel.

2. The departmental organisation of teaching has, on the whole improved the quality of teaching work. But it has also adversely affected the teaching and research work of the Heads of Departments. Their administrative work has to be minimised. This could be done if they could get well qualified assistants or secretaries to help them.

3 (a) The lecture type of teaching will have to be continued, but it must be supported by proper tutorial work.

(b) This method evokes a corresponding response among the students provided the classes are not too big.

(c) This system has led to "spoon-feeding" to some extent because there is no tutorial work going with it and also because part of the class has not the necessary background or training for University education.

(d) The existing evils could be corrected by introducing tutorials or some kind of personal supervision. Similarly University jobs could be made attractive so as to draw a better type of teachers.

(e) Attendance at lectures need not be compulsory if an adequate tutorial system could be introduced.

6 (a) There is sufficient theoretical instruction generally but the same could not be said of practical, written or field work.

(b) Yes. This is very necessary to bring about a better understanding not only between Universities but provinces.

(c) Yes, only the details will have to be carefully worked out.

8. (a) & (b) Yes. Class records or tutor's reports should be given considerable importance.

(c) This does not seem practicable at present in view of the large numbers concerned.

10 (a) Examiners and paper setters should be appointed by independent Commissions like the Public Service Commission from panels prepared by the Academic Council.

(b) The ratio should be 40 60.

12. (c) I should favour coordination rather than regulation.

13 The duration of the first degree course should be 3 years after the Intermediate.

14 (i) Yes.

(ii) The pass course may extend to 3 years but should be in 3 or 4 subjects without specialisation.

(iii) Yes, grouping is desirable.

(v) Specialisation in study begins rather prematurely at least in some Universities. This is not a healthy development.

(vi) An Honours graduate should be able to get his M.A. 2 or 3 years after his graduation by writing a thesis in his special subject.

15 (a) An effort might be made in this direction.

BHARGAVA, SALIGRAM.

Oral Evidence.

Of the method of separating good and bad boys one was the introduction of Honours courses. We thought Honours course would be as popular as Pass course. The worst defect of the Honours course was that it was three years course and the Pass course was two years. Most of the lines were open to graduates only Naturally students thought of the degree first and of Honours course afterwards. We on

the Science side had degree after two years and then the Honours degree after another year Both these types did not find favour and ultimately their number began to shrink and afterwards the Honours course had to be suspended. As a matter of fact it would have been suspended long ago but the Government wanted the Honours course to continue. Ultimately this Honours course disappeared. That difficulty would continue so long as this particular device of separating good and bad boys did not exist. If we have a Pass course of the some duration, then it would be possible to have good boys for the Honours course.

BHASYAM, K.

1 Even now a really capable teacher of character is not without influence. My solution is careful selection of students in the initial course and appointment of capable professors of character & complete impartiality in the administration of the University

15 So far as Honours courses are concerned, I feel that uniformity between Northern and Southern India must be pressed for In the All India Services, much injustice is done to the students of some Universities, because standards of Honours Course vary between the various Universities, and less qualified persons supposed to have obtained higher degree in one University are given preference on the basis of marks. Certain Universities are stricter in their examinations than other Universities. This may be easily prevented if University education is taken by the Central Government and for this purpose a Central body charged with the function of deciding uniformity is necessary

BHATTACHARYA, D R.

1 (i) We are in agreement with the views expressed in a — d

(ii) Yes.

(iii) Does not arise in view of (ii)

2. If more emphasis on research has to be laid the Heads of Departments should be relieved from a part of teaching and administration.

3 (a) Yes Lectures with seminars.

(b) Yes.

(c) No. As long as it is not over done.

(d) More emphasis should be laid on reading of books and magazines.

4 (a) (i) Plenty of scope, provided money is forthcoming for the appointment of Tutors and for the extension of existing building.

The University gives tutorial instruction, but in a much restricted form which is not working satisfactorily because in some cases tutorial classes consist of 20—30 students. At present there is no tutorial instruction.

(ii) Same as above.

(b) We should have more seminars, tutorial work, and extra curricular activities which will mean additional staff. More hostels should be built and teachers associated with them.

(c) Suggestions as in (b)

5 (a) Sixty students in Science and Seventy five in Arts.

(b) In Science three lecturers and six practicals except in Chemistry where four lecturers are necessary In Arts the number of lecturers varies with the number of papers in each subject from two to four periods.

(c) Six to eight students.

(d) Twice a week in each subject.

(e) Yes.

6 (a) (i) Yes.

(ii) Not quite sufficient.

(b) Yes, if these courses could be conducted on the hills or sea side.

(c) Yes.

7 (a) No

(b) No.

(i)—(iii) No. The present method of examination must continue in India till a better system is devised.

(c) As at present.

8 (a) Nothing is possible for the present.

(b) It may be possible in a restricted way

(c) No

(d) None, except that question papers should be moderated more carefully and an honorarium paid to the moderators.

9 No Not in teaching and residential Universities.

10 (a) No.

(b) 50 per cent.

11 (a) Yes, that may be in some cases.

(b) The present rules in the University restrict the amount of examination work which a teacher can undertake. As a rule it is suggested that an examiner should not be allowed to examine more than 1,000 answer books in a year

12. (a) There is uniformity of standards in a general way in recognised Universities, but in certain subjects the standards vary from University to University

(b) Yes, desirable.

(c) No, it will affect the autonomy of the University but suggestions from the Inter University Board would be welcome.

13 Preferably three years.

14. Yes.

(i) Yes, so far as the duration of the course is considered but Universities should be left free to specialize in the direction they desire in as much as the course of study is concerned.

(ii) A 3 years course is desirable for improving the general standard of University education.

(iii) The pass courses should embrace three subjects besides the *lingua franca* of India, or a regional language which should be compulsory

(iv) No.

(v) No.

(vi) As at present in this University

15 It is true.

(a) Yes.

(b) The standards for determining division should be as follows —

First division 60 per cent. and above.

Second division 48—59 per cent.

Third division 36—47 per cent.

Except in Law where the first division requirement should be 65 per cent. and second division 50 per cent.

(c) No

(d) Does not arise.

Oral Evidence.

Two years stay is too short at the university for the student to imbibe anything. The present standard of teaching in Intermediate has gone down.

Intermediate classes are not taught by the University It is managed by the Intermediate Board. Vice-Chancellor and University have nothing to do with it. Only two men of the university find a place in the Intermediate Board.

In our Science courses we choose only first divisioners and second divisioners. The percentage of passing is 50 to 60. It is the method of teaching that is to blame for this low percentage. It has been suggested that the University might do post-graduate work and work for Honours classes. Then we could have the best students from the Intermediate. But the Honours was not successful here and so we had to give it up. Our post-graduate students are more keen for competitive examinations than for Honours studies. We do not actually prepare students for such competitive examinations but we do attract the best students, there is no doubt about it.

In this University we have 185 working days in the session and only five days are lost approximately This has been my experience during my office of eleven months as Vice-Chancellor I don't think we should make any changes in the present system of vacations and holidays.

BHATTACHARYA, K. K.

1 (a) to (d) (i) Yes I do share the view (ii) The ideal has not been attained but can be attained under the present system in India. (iii) The question does not arise

2. It has improved. But as the Head of a Department has to do the entire routine work of a Department—specially the Deans of the Faculty—and to attend committee meetings and other meetings. This affects their teaching and research work, and specially the latter I would suggest the following measures —

(a) Appointment of a personal assistant to every Dean.

(b) Less lecture work for a Dean. Not more than three periods a week for a Dean and five periods a week for a Head.

(c) The Dean and the Head of the Department should be given ample leisure in the shape of release from lecture work to devote themselves to independent research work, guid ing research of the students and supervising the teaching work of the respective Departments.

4 (a) Partially for both. But no scope in law classes in Allahabad university none on account of want of lecturers for these pur poses. Seminar and tutorial work are, however essential for law classes and must be introduced as quickly as possible.

7 (a) Partially true.

(b) No.

(c) Practical teaching should be provided for Law by making the students in Law go to the courts under the guidance of a teacher or teachers and watch cases in the High Court and in the lower courts, make notes of the points, lines of arguments, judgment delivered, and learn the art of examination and cross-examination of witnesses and append notes thereon pointing out the defects in any direction commit ted by a witness, a lawyer or a Judge. But I entirely disapprove of the handing over of legal education even partially to the High Court or anybody other than the University Months to pick up practical knowledge. In order even to obviate that necessity I am in favour of introducing a system that Law students in the Universities should be taken at least every week to the law court under the guidance of teachers to see the work and practical application of legal principles, that is, how cases are conducted, witnesses examined, how plaints and written statements are drawn up etc.

DHAWALKAR, D. R.

2. The responsibility of routine organisation of the Department cannot and should not effect the teaching and research work of the Head of the Department, provided the Head is given due allowance by way of having less amount of teaching work. Further what effects the

teaching and research is the Heads being *ex-officio* members on many committees, which have no concern with the department. The more eminent the Head, the more he is lost to his teaching and research this way

3 (d) The existing evils can be corrected by the following methods.

(i) By banning legally and prescribing Notes or similar cheap books which many teachers take as a guide for their lectures also the publishing of Probable Questions and Answers

(ii) By prohibiting dictation of notes in the class rooms as a routine teaching.

(iii) By giving plenty of "home work" to the students which should be based on the subject matter taught in the lectures. This should be such as to demand thinking and originality from the student as well as reference to books in the library

7 (b) Examinations as we understand them now should be abolished the daily records and class progress reports prepared under the supervision of a competent teacher are a better way of assessing a student's merit. The daily work done systematically and with careful attention has a far greater and deeper effect on the habits and character of the student, than the mere stuffing or cramming of subjects. Even the award of divisions has not much meaning. Usefulness and achievements in life should decide one's class.

9 If the present system of education and examinations is to continue, non-collegiate students should be allowed as there is not much difference between a student mugging up a few weeks before the examinations and a non-collegiate student. But under the system suggested above there can not be a non-collegiate student.

BOYD REV A. J

1 (a) Yes, although such an ideal is nowhere in the world realised with more than relative success. The main fundamental difficulties in India are (a) financial, and (b) an uninspiring tradition.

It is a question how much the country can afford to pay for University education whether directly in fees, or indirectly by Government grants and private benefactions, but education is certainly being done too cheaply at present. At the same time, nothing would be gained if more State aid were received at the cost of academic freedom.

For the improvenment of standards, I favour (a) more foreign travel and study by teachers. (b) departure from the general assumption that the highest posts in Colleges or universities, ought to be filled by automatic promotion.

3 I consider the lecture-system necessary and think that lectures should be compulsory The only alternative is a tutorial system which is

far beyond our means. But the tendency to over lecturing needs to be resisted, and tutorial systems etc. designed to supplement the lecture system are both desirable and possible.

4 (b) An effort needs to be made to keep numbers down to reasonable proportions, to have a large proportion of students and teachers in resident and in general to create a feeling of being a real academic community Our system, in the Madars Christian college of assigning each student to the care of one particular member of staff, belonging to the same Hall, has had some good results, although not all teachers are equally capable of utilising such opportunities.

6 (a) There is, if anything, too much theoretical instruction, but I have welcomed here a growing tendency on the part of teachers to organise field work, extra practical work seminars, discussion of essays etc.

(b) Summer vacations in India are not good times for academic work.

(c) I am satisfied with the Madras arrangement.

7 The tyranny of examinations is mainly due to the public's demand for results leading to excessive competition between Colleges, and the adoption of short-cut methods. This competition in its turn makes it difficult, in Multi-college universities to allow weight to intra-collegiate valuation of work. But I think the suggestions made ought to be carefully explored. The primary necessity is a determined and unanimous adherence by teachers to the highest professional standard in teaching and examining.

8 (a) I see no reliable substitute for examinations, but should like to see them conducted better than they sometimes are at present. This can only be by a gradual raising of professional standards.

(b) The difficulty of using class records to any great extent in a multi-college university seems almost insuperable at present.

(c) My small experience of psychological tests has not been very encouraging.

(d) The possibility of examining a part of the work at the end of each academic year might be worth considering.

9 Strongly against, except for (perhaps) teachers.

Oral Evidence

IV There are colleges which are attempting the tutorial system of instruction. But the substitution of a thoroughgoing tutorial system for the lecture system is quite beyond the means of any college.

Correction of 15 exercise books is considered equivalent to the work involved in giving an hour's lecture. On this, there is difference of opinion between teachers in Science subjects and Arts subjects.

CALCUTTA, UNIVERSITY OF

1 (i) The view set forth is generally accepted.

(ii) This is a problematic question. The ideal is attainable provided sufficient finances are placed at the disposal of the Universities.

(iii) Personal guidance by teachers of first rate ability and of recognised standing in the subjects cannot be fairly applied mainly for want of proper financial assistance. The teachers and students have access to libraries and laboratories. The libraries and laboratories require further strengthening. This again is a question of finance. There should be a large measure of freedom in teaching and in study The desire for standardisation is against this policy Teachers should have sufficient leisure to be able to guide and pursue independent investigations in their own subjects. *In the Post-graduate Departments of Arts* and Science in Calcutta a University Professor usually has three to four hours of teaching work a week in the Post-Graduate classes. Lecturers in these departments are not called upon to teach for more than 8 hours a week. Sufficient leisure, therefore, is afforded to all teachers with the result that they have been responsible for a large number of original publications under the auspices of this University

2. The teaching and research work of Heads of Departments have not been affected by departmental organisation of teaching in the Post-Graduate Departments of Arts and Science in the Calcutta University The teachers in affiliated colleges, on the other hand require greater leisure for the purpose of enabling them to pursue independent investigation in their own subjects. This again is a question of finance.

3 (a) Certain amount of lecture type of teaching in the University classes is absolutely essential. Brilliant lecturers like some of the Professors of our Universities inspire students to undertake advanced study and research. In one word, they enable the students to be their own masters.

(b) The answer is in the affirmative.

(c) The answer is in the affirmative.

(d) Already answered.

(e) There are two views on compulsory attendance at lectures. One view is that attendance at lectures should be made compulsory The other view is that attendance at lectures should be optional. This University has been of opinion that attendance at lectures should be compulsory If a more efficient system of tutorial work can be organised in constituent colleges, attendance at lecture may not be continued to be compulsory

4 (a) (i) The tutorial type of instruction on the lines of the system at Oxford and Cambridge requires fewer students, larger number of teachers, greater accommodation and more finance. In the Post Graduate Departments in Arts and Science the tutorial system functions fairly well. The tutorial type of instruction known to Oxford and

Cambridge having one or two students under one tutor is not possible with a very large number of students in colleges affiliated to this University unless the finances of these colleges are improved substantially From the practical point of view such a system cannot be applied to any considerable length in the colleges. As a result of the conference of Principals under the present Vice-Chancellor the tutorial system has been introduced in affiliated colleges. Batches of students are allotted to teachers. Periodical discussions and written exercises take place. The perfection of the system depends upon finances to an overwhelming extent-as is outside the bounds of possibility in the near future.

(ii) A seminar type of instruction is pursued by the University of Calcutta in regard to the Post-Graduate students in Arts and Science. This is also followed in some of the affiliated colleges. This type might very usefully be further encouraged.

(b) The conference of Principals of Colleges of this University has decided to have both the tutorial system of instruction and the seminar type of instruction for the purpose of organising teaching so as to ensure personal contacts with the students and teachers.

5 (a) The matter is governed by the regulations of this University A lecturer is not permitted to lecture to more than 150 students in the Arts subjects. In Science subjects necessarily the number is fewer

(b) No teacher in the affiliated colleges of this University is permitted or should be permitted, to lecture more than 18 periods of 45 to 50 minutes each per week.

(c) The proper number of students in Under-graduate classes for tutorial staff should not be more than 4 per hour and in the Post-Graduate classes 2.

(d) The tutorial groups should meet at least twice per week.

(e) Attendance must be made compulsory

6. (a) The answer is in the affirmative.

Field work by students and excursions are both encouraged in the Post-Graduate Departments of Arts and Science. It will be difficult for the colleges to undertake this task effectively in view of the large number of students attending colleges and in view of the paucity of funds. In some colleges, efforts are however being made in this direction.

(b) The answer is in the affirmative.

Vacation courses were utilised by this University for giving special training to teachers in our High Schools in subjects like English Geography and Science.

(c) The answer is in the affirmative.

The planning should be left to the Universities concern. Vacations in Universities in India differ from territory to territory from province to province.

7 (a) Teaching in Universities in India as elsewhere is regulated by examinations but not unduly subordinated.

(b) The answer is in the affirmative.

This University has changed the application forms of students sent up by schools and colleges for admission to different University examinations and each college and each school is called upon to state what periodical test, written, oral or practical, a student has taken during its college course before being sent up for the University examinations. If this system is matured and perfected it can very well supplement to examinations.

(i) All the three suggestions made under 7 (b) (i) (ii) & (iii) are ideals. It will be difficult to realise them in actual practice. We have in this University certain subjects in which no test by formal University examination is insisted on.

(c) Examination certificate is a test of fitness for the specific careers mentioned viz. in the profession of Medicine, Law Teaching, Engineering, Commerce and Industry In the case of medicine the students concerned have to satisfy other tests laid down by the General Medical Council. In Law before a student can take up a specific career in the profession he has to satisfy certain tests laid down by the High Courts. It is not necessary that every student of law should join the profession. Law must be regarded, as is universally regarded, as a branch of liberal study In regard to Teaching and Engineering a mere degree does not entitle the students to practice the professions concerned.

8 (a) Examinations all over the world have always an element of uncertainty about them. The vagaries in examinations can perhaps be checked with reference to regular class records kept for examination purposes. Such class records were kept in the departments of Post-Graduate studies in this University as already stated.

(b) This University since 1947 has been insisting on colleges keeping class records for examination purposes.

(c) The answer is in the affirmative. It is doubtful if such psychological tests will be corrective to examinations. Psychological tests are now being carried out in this province through this University

9 This University allows women students to appear at University examinations in Arts and Law as non-collegiate students without being called upon to produce attendance certificates. This has greatly helped the advancement of women's education in this province. Students who have been kept under detention without trial under orders of the Government have been also admitted to the same benefits by this University in the past and are being admitted to the same advantages at present.

10. (a) and (b) The ratio between the external and internal examiners in the highest examinations of this University is half and half. Recently it has become difficult to operate this rule in view of the uncertainties of the political situation. As soon as normalcy returns this University will be prepared to restore the ratio fully as in the past.

11 (a) The answer is in the affirmative.

No examiners are appointed by this University who are not in a position to undertake the responsibility

(b) This matter is always considered by the Syndicate and no hard and fast rule can possibly be laid down.

12. (a) The answer is in the affirmative.

(b) In certain cases it is desirable.

(c) This University is opposed to central regulation and co-ordination. This University is prepared to consider favourably the views tendered to it by the Inter University Board in regard to this matter

13. This University insists on a period of four years from the Matriculation Examination as the duration of the first degree course.

14 Different Universities have different standards in regard to the course of studies in relation to Honours and Pass courses.

(i) It will not be possible to reorganise Honours courses in study on a uniform all-India basis. The Honours course of study in this University is for a period of two years. According to the decision of the Principals conference accepted by the Syndicate this University will be prepared to separate the Honours course of study for the B.A. and B.Sc. from the Pass course. Honours students only will be eligible for the Master's degree examinations in Arts and Science. Thereby the Honours school of study will cover a period of 4 years. The question of nomenclature is purely a technical or a formal question

(ii) Consequential changes in the content or duration of the Pass course envisaged by this University is at present a period of two years, but the subjects in the Pass course will undergo serious changes. This is a matter which should be considered by each University through its Boards of Studies, its Syndicate or its Academic Council.

(iii) This is a matter again for consideration by each University

(iv) No.

(v) No There is a feeling amongst some of the members of the University that the Intermediate course of study should be a composite course consisting of both Arts and Science subjects, corresponding to the old F.A. course of this University

(vi) This is a very broad question. The Master's degree in the various Faculties in this University consists of the Master's degree in Arts, the Master's degree in Science, the Master's degree in Surgery

the Master's degree in Law the Master's degree in Engineering and very likely this University will institute a Master's degree for young medical graduates to encourage research in the Faculty of Medicine pursuant to the resolution passed by the Inter-University Board in Madras this year

(vii) The answer is in the affirmative. This University awards Honours degrees in the Faculty of Medicine. There is a proposal for instituting a Honours degree in the Faculty of Law and of Commerce.

15 There is no University system known to this University where uniformity of standard in awarding marks and classifying candidates into various divisions at the examinations conducted by different Universities in a State is attempted. In other words, there are 23 Universities functioning in India. This University does not see how an effort could be made to ensure uniformity in regard to the matter mentioned in item 15 in regard to the examinations of all these Universities.

CALCUTTA UNIVERSITY VICE-CHANCELLOR AND MEMBERS OF SYNDICATE.

Oral Evidence

Grace marks are divisible into two parts. Grace marks are given to candidates who have done well in other subjects. Probably the University concerned is prepared to condone his deficiency in a particular subject. In this University if a candidate gets first class marks and if he is short by not more than 5 per cent. in a particular subject, then this 5 per cent. is condoned but it is deducted from the total. The examination is very unfortunate system. Speaking for myself I shall be glad to abolish the examination system Henceforward my colleagues on the Syndicate and on the various Examination Committees will have before them a complete picture of a student as to what he has done during the two years of his study To give an illustration in Oxford a student gets a degree on the recommendation of the Principal provided he has got satisfactory training during the period he has been at school We want to introduce some such system. Therefore, in future I do not think this University contemplates giving of any grace marks other than the qualifying grace marks for high efficiency in other subjects with the exception of one. Sometimes grace marks are given when the question paper is very stiff.

If one year is taken away from the college course then there are four things which we must visualise. The first is that the whole of our structure is based up on the Intermediate examination. For instance, our B.A.s have to pass through the Intermediate, our Medical students have to pass through the Intermediate, our Engineer students have to pass through the Intermediate. Therefore the proposal strikes against the structure which we have built up for a century Secondly I am greatly worried about the finances of our colleges, more particularly the private colleges. If the Government compensates the private

colleges for the loss of income by taking away the first year class, then that is one proposition. But if that is not possible you have to consider whether you should retain the present system. Rightly or wrongly our schools have been developed on particular lines and none of the schools, I can assure you, within this great city of Calcutta nor even in the district has the equipment, accommodation or even personnel for the purpose of taking over the 1st year students from our colleges. This is a very important point which we have to consider To give you a concrete illustration, I am associated with two of the best schools in the city *viz.* Mitra Institution, Bhowanipur and South Suburban School. It is impossible for them to take up collegiate education or even to multiply with the present personnel, present finance, present equipment and present accommodation. The fourth point for consideration is this. In my days the Principal of the Presidency College used to lecture to the 1st year students. That is a system pursued by principals of many distinguished Colleges in other countries, that is to say the best man in the college comes into contact with the fresh students admitted into the 1st year class. Broadly put, the proposition is that. This University does not allow any body to teach in colleges unless he is a first or second M.A. or M.Sc. in the subject, that is to say all third class men are excluded from working as lecturers in colleges. In schools you hardly come across first class men. The other night I visited the David Hare Training College. I discovered that out of 13,000 teachers in our High Schools only 3,000 had B.T degree to their credit. That is the equipment of our schools now If the Secondary Education Board flourishes after the lapse of 5 or 10 years you may consider the proposal. The proposal now is in the legislative anvil today Broadly put, the schools will not be able to discharge the function allotted to them. Secondly the private colleges which do not receive any financial assistance from the state will not be able to pay their staff properly They are not paying now They will disappear (Banerji A. C.)

Whether it will be a three-year or four year course is not the main thing. The boys who are now joining the University whether it is first year or second year must be better equipped. Unless these boys are better equipped it is idle for us to think of the three-year course and it is no use having an utopian scheme. It is possible for the province to have efficient schools to undertake the first year class within the school curricula and make them fit for joining the University for the graduate course. (Mookerjee, Hon'ble Justice Ramprasad)

This experiment has already been made in Dacca This experiment was made in Bihar also but without success. They went back to the old position. I know in certain provinces this question was taken up but the same answer has been given. If our educational standard is raised then a three years course may be attempted. (Siddiqi, Muhammad Zubair).

CHAKARABORTI, M.

1 (i) Yes.

(ii) Under the present piteous pecuniary conditions of all but a few teachers the ideals referred to by this question perhaps with the exception of (b) are practically unattained and hence, so far unattainable.

3 (a) Yes, at least so long as discipline and responsibility have not become traits of our national character

4 (c) Yes, students and teachers may alike utilise the long vacations for social service and Audit Education.

9 Certain specified categories of non-collegiate students may be recognised as eligible for University Degree Examination in specified subjects. Care should be taken not to jeopardise the financial interests of institutions.

CHAKRAVARTI, C. C.

1 (iii) All educational institutions should be reorganised and considered as national institutions. Government should place sufficient funds at the disposal of the institutions for their efficient running in respect of accommodation, equipment and quality of personnel. The standard cannot be attained because these conditions do not obtain.

2. Departmental organisation helps towards the improvement of teaching. If it affects the research work of the Head of the Department, it may be due to the absence of proper understanding among the persons in the Department or due to the presence of wrong type of teachers in the Department. It is important to have teachers of the correct type (highly qualified and of strong moral character) and there should be enough teachers to carry on the work of the Department efficiently

3 (a) Yes, but not of the " spoon feeding " or " Key making " type.

(b) Not the present type.

(c) Yes, as it is now in most cases.

(d) The general scope of a subject matter should be covered by some introductory lectures in the form of a general survey followed by a series of lectures giving the fundamental points only Conditions should be made for the students to read recommended books and papers, or portions thereof.

(e) No

4 Tutorial classes should be organised efficiently and study circles be created. There should be departmental libraries containing selected papers in addition to the books on the subjects concerned. There should also be departmental reading room provided with journals. Each teacher should be assigned the duty of looking after the studies of a group of students.

5 (a) Sixty

(b) One or two

(c) 6-10.

(d) At least once a week.

(e) Yes

6 (a) More theoretical instruction than necessary or good, but not enough of right type of work by students.

(b) Yes, where climatic conditions permit.

(c) Yes.

7 (a) Yes.

(b) Yes. The purpose of the examination should be to find out what or how much the students know and not to find out what they do not know. Marks should not be awarded exactly in proportion to a certain maximum number of questions to be attempted. Number of questions to be attempted should mention a minimum as well as a maximum. Marks should be awarded for the whole attempt and not for individual portions as now

(c) There should be marks allotted for written papers (annual and periodical) and also for semi-oral work such as laboratory work, drawing and design, field work, workshop practice, etc. This is for finding the general fitness of an Engineering student. After passing out of the College the student should receive training for at least 2 years which will make him fit for any special line.

8. (a) There should be more than one paper setter for each paper or a group of allied papers and also more than one examiner for each paper. There should be a general directive to the paper setters and examiners from the Examination Committees.

(b) Marks should be allotted to class records also.

CHAKRAVARTI, D

3. (a) The lecture type of teaching should be curtailed and the major part of teaching should be through tutorial work by the students under the teacher's general guidance. Lectures should be few and given by specially selected teachers, and should be of the nature of a general survey. The detailed instruction should be of an informal and personal kind and it should be imparted to small groups under the tutorial system so as to train students in independent thinking and study.

5 (a) If lectures be few and of the nature of general survey the bulk of the teaching being conducted in tutorial classes, the optimum number for a lecture in the under-graduate classes need not be lower than 150.

(b) 2 to 3

(c) 10 to 12.

(d) Twice for each subject.

(e) Yes.

7 (a) Previously B.A. course was very popular for it was the general pass-port to all branches of employment, especially teaching in schools. At present, the growing demand for graduates with commercial training in mercantile and Banking lines has been drawing a large number of students to the Commercial Degree Courses and the recent widening and opening up of remunerative new avenues in the industrial, manufacturing, agricultural and engineering lines are attracting the vast majority of students to the scientific courses of study in colleges. The wages of teachers in schools have not risen to any extent in proportion with the rise of prices and are hopelessly inadequate to meet the barest needs. This has taken away the principal incentive to graduation in Arts.

(c) (i) Preference to B.A.s on account of their general liberal education in general services not requiring any commercial or scientific training.

(ii) Raising of the scale of salaries of school teachers so as to make the teaching profession attractive.

8 The courses should be relieved of their present encumbrance of compulsory non-scientific studies, and theoretical lectures should be curtailed and the time and energy thus released should be devoted to a large measure of practical training in the laboratories.

CHAKRAVART S. P

14 (vii) Yes, there must be Honours courses in Engineering Faculties or Colleges as in Great Britain.

CHANDAVARKAR, VITHAL.

Oral Evidence

There was so much confusion here. That was a baby I had to hold when I became the Vice-Chancellor. A member of the Senate, Mr K. T. Shah exposed a large number of appointments which could not be justified. At that time a more reasonable party controlled by academic people was in power and that party met and recommended to the Syndicate a number of examiners, but before that the Tammany Hall people met in the house of their Chief man and made certain selections and ultimately their lists went through. A certain gentleman was appointed as an examiner in Geography whose only qualification was that he had travelled a lot. I said if travelling alone was any criterion, why not have a railway engine driver or a guard. Then a lady was proposed for an examinership in Matriculation in Domestic Science. She was related to the sister-in-law of one of the members of the Science Faculty. Her was a third-class Chemistry degree. A

committee was appointed to prepare some sort of convention which regulated the qualifications and appointments of examiners. We laid down certain conventions because I believe in the British method of working democratic bodies more by conventions than by ordinances. It was a laborious task. I used to sit down for hours and scrutinise the recommendations made by the Selection Committee and arrange all the applications on the basis of qualifications and as far as professional examinations were concerned I insisted upon people from outside. The result was we were gradually able to control the situation. There are now more examinerships than candidates.

As regards professional examiners like those in Medicine and Engineering, which affect the safety and life of the individual, it is high time that some sort of panel of examiners is appointed. The difficulty will be that professional men would not be willing to absent themselves from their places for conducting examinations. It is not money alone that matters and these people should agree to spare some time for going and examining candidates which will not only create better standards but will standardise examination.

A three years Degree course depends on your standards of Matriculation. I doubt whether it will be possible to raise the standard of Matriculation under present conditions.

As regards the Degree courses, on the Arts side, I would not have Intermediate examinations. The University should be free to decide on what they consider the proper steps.

CHATTERJI B U

1 (d) (i) Yes.

(ii) The ideal is not attained and is not attainable under the existing system.

(iii) The reasons are —

(a) The number of students joining the Universities is so large that there is no personal contact between the teachers and the students.

(b) In the affiliated Colleges the laboratories and libraries are not well equipped.

(c) The teaching work of the teachers is so heavy that the teachers have no leisure to guide and pursue independent investigations.

3. (a) Yes.

(b) No.

(c) There is undoubtedly overteaching but this is not due to the fault of the system. The teachers should not be expected to finish the courses prescribed for the examination and should be given freedom in deciding which topics to discuss in the class.

7 (a) Yes.

(b) Yes.

(ii) I would prefer this.

(c) Examinations should not be the only test of fitness for a specific career Examinations are no test of a man's personality Written examinations tests should be supplemented by some kind of *viva voca* test.

8 (i) Class records should be taken into considerations in the assessment of the performance of candidates in examinations.

14 (vii) In the Faculty of Commerce there is already a high degree of specialisation and alternative courses one offered in the under graduate stage Unless the Honours course is to supplant the M.Com. Part I course it will serve no useful purpose.

CHATTERJI, DR. B. R.

3 (a) The lecture type should be supplemented by the Seminar type.

4 (i) The *tutorial* type of instruction can be effectively introduced if sufficient funds are available.

(ii) The Seminar type of instruction can be introduced in the higher classes if sufficient funds are available.

5 (a) 50

(b) 6.

(c) 15

(d) Once.

(e) Yes.

6. (a) (i) Yes.

(ii) No owing to lack of funds.

7 (a) Yes.

(c) Yes. A number of marks should be set apart in each subject for daily class work, terminal examination results, and tutorial work. Sufficient credit should be given to regular class work.

8. (a) Yes. In the M.A. two examiners should examine the same answer book, and the mean of the marks should be taken. In the B.A. Examination the present system should continue. But the Vice-Chancellor at his discretion may get some answer books re-examined by experts.

(b) Credit must be given to class work.

9 The present system should continue.

10. (a) Internal Examinerships should be distributed among the

Heads of Departments of the affiliated colleges by rotation and co-examinerships among the Assistant Professors or Readers or Lecturers by rotation in order of the numerical strength of students in the Colleges.

(b) 60 40.

11 (a) Yes.

(b) Yes. No teacher should examine more than 500 answer books in a year See IX. 7

12. (c) Yes. Inter University Board may suggest measure for co-ordination among the Universities. The Central Advisory Board may have some powers of supervision over the Universities. But it must be composed of distinguished educationists.

13. 2 years as at present.

14 (i) Yes. The system prevailing in Calcutta University should prevail in all Universities.

(ii) B.A. (Pass) 2 years.

B.A. (Honours) 2 years (6 papers in a subject—3 in addition to the pass course)

The same for B.Sc. in the (Honours)

(iii) 3 subjects in the Pass course. Grouping of subjects in the Arts course will be beneficial to the students for their educational advancement.

(iv) No.

(v) No (first part) Yes (second part)

(vi) B.A. (2 years) M.A. (2 years) as at present. M.A. courses should be continuous with B.A. courses. General knowledge of 3 subjects should be necessary for the B.A. degree. Highly specialised knowledge of a particular subject should be necessary for the M.A. degree. The same for B.Sc. and M.Sc. degrees. Graduates with Honours should attend 2 years course for the M.A. degree as in Calcutta University

15 (a) Yes.

(b) The Central Advisory Board as mentioned above should suggest measures to maintain uniformity in the standards. It should be invested with certain powers of supervision over the Universities.

(c) Yes. See (b).

(d) The Central Advisory Board should inspect the Universities, examine the records, and suggest measures to maintain uniformity in the standards.

CHATTERJEE, G. C.

Oral Evidence

My own personal feeling is that lengthening the School course, considering the present condition of our schools from every point of view will be a sheer waste, unless we can radically improve the conditions of our school education. It is a big problem that you will have to solve as to where the Secondary course should terminate and the College course should commence. Mere lengthening of the School course without improving facilities in our Secondary Schools and without raising the standard of teaching, would be a mistake. It is not proper to make a sudden change on paper without considering the serious consequences.

There is a very big problem, I repeat. We have got to think in terms of our economic conditions, health conditions and life conditions and the conditions of our youth and so on. If really our Secondary Schools will play their role, well, I think we should reach a sufficiently high stage of intellectual development for the student to have a useful course in the University In Delhi the experiment is being tried Those boys who pass the Preparatory examination are much better for the College studies than those from the Higher Secondary course. It is better to have a 4 years study in the College than to have 3 years in the College and one more year in the High Schools. In the College the staff is much better and the lecture is better and the boys spend time under better conditions than in the school.

I would say with reference to the educational ladder that in India it should be like this 5 years of Primary course 4 years of secondary course or whatever you may call it, and 2 years of preparatory course and 3 years of degree course. It may be preparatory for professions also. If a man wants to do post-graduate work he can do as he is now doing for 2 years. In no case can the number of years be increased.

I do not agree with various tests other than written one. One thing we should not forget. The University is a seat of learning. When a man takes up a certain subject, he is supposed to become a master of that subject. In the University the written test which must measure the depth of knowledge, is a very fundamental thing and we should not do anything to weaken that. In the Punjab M.A. is better than anything else.

CHAUDHRI B. N

6 (a) (i) Yes.

(ii) No

6 (b) No

7 (a) No

7 (b) At the present moment, there is undoubtedly some rigidity of examination but it is doubtful if relaxation of rigidity will prove beneficial. The main object of examination is determination of the knowledge gained by student through good teaching and the best result can be obtained by improving the present system of teaching in all its aspects.

(c) For the profession of Engineering, the fitness of a candidate shall be judged after taking into consideration the result of the examination and report of practical training for not less than 12 months after passing of examination. A ratio of 65 35 may be considered a satisfactory limit for written examination and practical training.

8 (a) For higher branches, examination of written answers by more than one person, may to a certain extent, correct the vagaries of examination.

(b) About 20 per cent. marks may be allotted for examination of class records for a certain number of subjects.

9 No.

10 (b) 50 50

12. (a) No.

(b) It is desirable.

(c) Yes.

14 (vii) Yes.

15 (a) Yes.

(b) Vide answer of (c)

(c) Yes.

CHOLKAR, DR. M. R.

Oral Evidence

Regarding the admission of non-collegiate students to the examinations of the university without production of university certificate I would say that. I am also a sponsor of a resolution on similar lines in the Academic Council but I was defeated twice. I have seen in Australia in Adled University that non-collegiate students are allowed to appear for university examinations. I asked this question to the Vice-Chancellors of the Melbourn and Adled Universities. They told me that they did not debar any boy from appearing at the examination.

DAS, DR. J P

Oral Evidence

It is not possible to switch on to the old system of 3 years degree course. The products from High Schools are deteriorating. The Intermediate colleges are in no way better than High Schools.

DASTOOR, DR. P E.

Oral Evidence.

In the first year in an American university you have the basic course, some course in Mathematics, some in social subjects and then the man finds his own bent and then goes on for the next two years. He must have a basic grounding in the first year

I would like to have another year added to the B.A. Degree Course.

DATTA, DR. D

1 (iii) The required standard cannot be attained in the veterinary colleges owing to a great paucity of properly qualified staff and want of adequate equipments.

3 (a) Yes, but supplemented by tutorial classes and seminars.

5 (a) to (d) There is at present no uniform standard of veterinary education in India the entrance qualifications and lengths of courses at different colleges vary and hence it is difficult at this stage to make any recommendations. The requirements will vary according to the entrance qualifications and lengths of courses in various colleges.

6 (a) In the veterinary colleges generally very little practical and field work is provided.

7 (c) Besides written and practical examinations, the requirements for the award of a degree or diploma in Veterinary Science and Animal Husbandry should include.

DATTA, DR. G L.

1 (d) (i) Yes.

(ii) No.

(iii) In the first place teachers of first rate ability and of recognised standing in the subject are not available. Nor are well-equipped libraries and laboratories common in our country On account of the rigidity in syllabus prescribed by the various Universities for the examinations conducted by them the teachers have no time to digress into the application of their subjects to the daily life of the students.

3 (a) Yes.

(b) To some extent.

(c) Yes.

(d) By making it compulsory for the students to write answers in their own language to the questions set by the Lecturer from time to time. This will make the students not only regular in the work but also make them think over their subject.

(e) Yes.

4 (a) (i) Tutorial type of instruction should be insisted upon during the undergraduate period.

(ii) Seminar work should be compulsory for post-graduate classes.

(b) The number of persons entrusted with lecture work should be decreased whereas the number of tutors and Fellows should be increased. The lectures delivered should cover a much greater portion of the course than they do at present and a detailed discussion should be left over to the tutor

5 (a) The optimum number in the undergraduate classes for a lecture is sixty

(b) 3 periods a week.

(c) A tutorial group should consist of ten students.

(e) Yes.

6. (a) Theoretical work is sufficient but practical or field work leaves much to be desired.

(c) The whole year should be divided into three working terms of three months each. Each term should be followed by one months vacation. The buildings should be air conditioned so that in summer the students do not feel lethargic and sluggish under the influence of heat.

8 (a) & (b) Yes. The results of the college examination should be taken into account while assessing the performance in the higher examinations.

(c) Yes.

9 No.

10. (a) In place of having separate paper setters for different papers there should be a board of examiners consisting of three external and two internal examiners. This should apply to B.A. as well as M.A. examinations. Since these examiners will examine all the papers of a candidate they will assess a candidate's real ability on the basis of his performance in all the papers.

11 (a) Yes.

(b) No.

12. (a) No.

(b) Yes, desirable.

(c) The appointment of the external examiners will result in maintaining uniform standard in different Universities. No other regulation is necessary

13 Two years after Intermediate examination or 4 years after the present Matriculation Examination.

14 (i) Yes.

(ii) Three years for Honours course after Intermediate and two years for Pass Course.

13 The best thing is to do away with the Intermediate examination and to make the first degree course last three years. But as that may not be feasible in the near future we may have a two-year course for the present.

14 (i) Yes.

(ii) The Honours course should be separated from the Pass from the beginning. The duration of the Pass course should be the same as that of the Honours course.

(iii) Students should read four subjects. In the Arts course the vernacular should be compulsory Grouping is desirable.

(iv) No.

(v) In a way it is true. Intermediate course should be a little more broadbased until it merges into the Secondary curriculum. The restriction imposed in the Intermediate course is somewhat unhealthy

(vi) There should be difference of degree rather than of kind between the Honours Degree and the Master's Degree. They should contain subjects or books of increasing complexity

(vii) Why not ?

15 (a) Yes.

(b) Fixing uniform percentage of marks for passes and the different classes would be enough.

(c) The Inter University Board may do this provided its recommendations are made compulsory

(d) If the Inter University Board consist among others all the Vice-Chancellors and all the Directors of Public Instruction, and the Educational Advisers to the Government of India, then it may be easier to make its recommendations acceptable to all the Universities and Colleges and the Central Government may also exercise some control through the University Grants Committee.

DAYAL, BISHESHWAR.

Oral Evidence

IV *Changes suggested in the system of examinations.*—I would like to introduce certain changes in the system of examinations. For every University examination every answer book must be examined by at least 2 examiners—even for the first degree examination, although from the financial point of view it will be very expensive. It is absolutely necessary in the case of M.A.

In B.A. Hons. class there used to be one or two practical examinations and 3 terminal examination in the whole year There should be more frequent class examinations—at least once a month. There should be a proper record kept and a certain percentage of those marks should be added to the final examination.

Those who were not sure of 75 per cent. attendance were not allowed to sit for the examination. I allowed them. After the first year I got a statement prepared as to the percentage of passes in the case of those who would have been detained and I found that those who were short of attendance showed much better result than the rest.

If you entirely do away with any system of attendance there is likelihood that no one would care to attend the College.

Every University should give grace marks for those who are on the border line, so far as fail or pass is concerned, 2 or 3 grace marks may be given. So far as the division is concerned, there should be a certain condition by which alone grace marks should be given. If there is a boy who is short of one mark for a first class, if he has uniformly shown first class record in terminal examinations, he should be given grace marks otherwise not. In this there should be some uniformity in all Universities.

DELHI UNIVERSITY TEACHERS.

Oral Evidence.

We have started three year Degree (Pass) course, and three-year honours course only recently and things are still in the experimental stage. Certainly the three year courses are wider If the standard of teaching can be improved, it may be more successful than the two years Degrees course pursued elsewhere. But there are certain defects. The Delhi University is supposed to be a Federal University Till now the Colleges are working mostly on their own. The co-operative teaching is not working properly excepting in Science subjects where the entire teaching is taken up by the University In the Arts subjects there is no co-operative teaching. We tried that in the Honours teaching. That has been given up recently If the Colleges carry on the Honours teaching all by themselves, there will be considerable re-duplicating of work and that work cannot be very sufficiently done. Because individual teachers will have to undertake very heavy amount of teaching work and will have no time to specialise in any particular branch of the subject. Until the Colleges are more closely integrated for Honours teaching we cannot expect much good result.

In the first year University class which we have in other Universities we find students are too immature to benefit by University teaching. In the three year course we begin with students who are more mature. Those who undergo the three year course are definitely better products than others. But our Pass standard has gone down. In the B.A. Pass we have no classification of the results, and the students have no incentive. Good students are attracted to the Honours course. I think it unfortunate that the B.A. Honours has gone back to the College. The University teaching was more efficient.

The moving back of the Honours teaching to the Colleges was done on the initiative of some of the Deans of Faculties and Principals of Colleges. The reason was due to the distance between the Colleges and the University The students do not have any contact with the teachers teaching in the University and they lost contact with their own teachers in the Colleges. Till the Colleges were removed to the University Campus it would be academically unsound to concentrate Honours teaching in the University The shifting back was done very reluctantly after a good deal of discussion.

That particular advantage of reducing one examination altogether which we can derive from the three year Honours course has not yet been achieved. But those students who studied in Delhi have their examinations reduced from 3 to 2.

DELHI UNIVERSITY TEACHERS ASSOCIATION DELHI.

1 (d) (i) Yes.

(ii) Not attained so far but certainly attainable if teachers have to deal with a smaller number of students, and are thus in a position to pay individual attention. Adequate facilities for research should be afforded to such teachers as are eager and competent to pursue research.

(iii) Does not arise.

2. In the case of Departments which have large numbers much of the time of the Heads is naturally spent upon organisational work. Heads should act as chairmen of their Departments and there should be frequent conferences and consultation with their colleagues.

3 (a) Yes.

(b) Yes, in cases of those who are fit for University studies.

(c) Yes.

(d) By laying greater emphasis on seminar work and through closer contact between teachers and students.

(e) Yes.

4 (a) (i) Not immediately possible —larger and better equipped staff is necessary

(ii) Seminars, where they exist, are doing useful work.

(b) Residential and tutorial systems. Teachers should be provided with residential quarters on the University (or College) area.

(c) A system of day-boarders may be introduced where residential accommodation for all cannot be provided.

5 (a) Fifty to Sixty students.

(b) Three hours per week for each subject.

(c) 6 to 8

(d) Once in each subject of study

DEO, S. C.

Oral Evidence

To-day the total number of students is almost 4,500 and the total number of teachers is only 180 plus 10 part time workers. To-day a teacher has to deal with 24 or 25 students, whereas the maximum should be 1 to 6 or 1 to 5 I should be willing even if it were 1 to 8 To-day we have up to 24 and we complain of the lack of discipline and individual contact and the constant influx or eflux, or untaught or semi-literate barbarians. Can you believe that one teacher can meet 25 students in an overall ratio when you know that there are only two years for the degree course. The graduate degree should not be less than 3 years. Unless you give them a three years course and keep close contact, it is useless to expect any radical change.

DEPARTMENT OF SCIENTIFIC RESEARCH, GOVERNMENT OF INDIA.

2. Even in well-established universities the staff is loaded with teaching work and has very little time for research. In some of the mofussil colleges no facilities for research exist.

3 & 4. The number of students in each of the under-graduate classes might be reduced. As far as possible science students should be placed in the tutorial groups of those science teachers who are in charge of the main subject in which student is taking his training.

5 University graduates at present receive comparatively little instructions in practical work or in field work. The industrial and technical services must collaborate with the universities to provide practical training in various subjects. This can be achieved by planning a course of practical training during the vacation period. This may include —

(a) Industrial training—practical organizations such in a running concern for a limited number of students per week or per month and should be spread over the long vacations in the two academic sessions

(b) Training in Government organizations such as the Botanical Survey of India, the Zoological Survey of India, the C.S.I.R. and their National Laboratories, the I.C.A.R. and the Indian Agricultural Research Institute, workshops of the Indian State Railways, and Engineering Departments of the Central and Provincial Governments.

The mammoth hydro-electric projects now being executed can provide facilities for training in civil engineering, dam construction, irrigation engineering, etc.

7 & 8 The examination results should take cognizance of the progress of the student in the university course.

12. The Scientific Manpower Committee recently conducted a survey of the question of standardization of training for scientific and technical education. The consensus of opinion was in favour of

uniformity of training. It may perhaps be necessary to bring this about through legislative measures or by the adoption of similar regulations by all the Universities.

14 There does not appear to be uniformity in regard to Honours course. It would be desirable to organize the Honours course on an all India basis. In the science subjects the Honours course might with advantage be made for three years as against two years for the ordinary pass course. A candidate who qualifies at the Honours course should be required to study for only one year more for the Master's degree. It would also be desirable to limit the Honours school in physical sciences to three scientific subjects (excluding languages) *viz.* one major and two subsidiary subjects. The choice of subsidiary subjects should be grouped in such a manner as to prove useful in the study of the major subject. For instance, in the case of Honours in Physics, the choice of Mathematics as a subsidiary subject might be considered almost obligatory

DHAR, DR. N R.

Oral Evidence

We have for the B.Sc. applications from 1,000 students. We usually take first class and second class students. The 3rd class student has no chance for getting into the B.Sc.

Only 40 or 45 per cent. fail to pass the B.Sc. examination because in Allahabad there are so many diversions. They get more freedom than in schools.

DIWAKAR, HON'BLE R. R.

1 (a) (b) (c) & (d) (i) Yes.

(ii) No.

(iii) The reason is that the system obtaining today is not planned accordingly

3 Lecture type should be discouraged. There should be a serious attempt to bring out what the student has to say That can be done only if the student is made to work and record what he does and writes what he has to say

It is really the inculcation of scientific method of studying a subject in which a student has real interest which is most important in a University

6. I fear there is far less practical work today Relation and correlation between what is taught as theory on the one hand and facts and conditions of life as obtaining in our environment on the other hand must be far closer Students must be taught to think of theories in terms of conditions of life here.

7 (a) & (b) Yes. Written, examinations should serve the purpose of testing as to how far the student has an understanding of the general background and perspective of the particular subject. But the real test should be as to what the student has done from day to day in writing out what he has done and what he has understood of a particular subject.

10 (a) & (b) Persons who have made a mark in particular subjects should be invited to be examiners. They should not be subjected to the process of applying.

13 Three years.

DONGERKERY S. R.

8 (b) Class records should not be used for examination purposes, save where it is absolutely necessary to look at the work done by the candidate during the year in order to judge his progress in practical work, *e.g.*, in surveying or drawing in an Engineering examination, or in regard to practice lessons given by teachers candidates. The records should however be so kept as to enable the external examiner to judge the quality of the year's work by the written records, without having to depend on the teacher The greatest caution is necessary where candidates appear for an examination from several institutions, as there is a risk of the results being unduly influenced by the internal teacher thus leading to great disparity in the marking.

DUBEY PT K. L.

1 (i) Yes.

(ii) India or any other country which wants to have real Universities must move in this direction.

As regards the freedom in teaching it will have to be limited until the number of first-class teachers is much larger than it is at present.

2. This University has only recently instituted some teaching Departments (mostly post-graduate) under its direct management and there is little material available for its comparison with the collegiate system as an organisation. But the University is in a much better position to enforce its standard in their case.

3 (a) The number of lectures should be reduced and the number of tutorial and seminars increased.

(b) No.

(c) Yes, this is true to a large extent.

(e) Yes, until tutorial work of a high standard becomes a regular part of the University teaching.

4. (a) Both of these should be encouraged and should replace a large part of the lecturing done at present.

(b) Each Head of the Department should deliver at least one lecture a month for the Intermediate classes. Students and teachers should live together in the University area.

(c) Groups of students should be replaced in special charge of a teacher who should act as their intellectual guide in the University

Further the tutorial work of candidates should be judged by the examiners at the University examination.

5 (a) Not more than 75

(b) Ordinarily two per week in the case of some subjects one may suffice.

(c) The number should not exceed 4 in any case the number should not be more than 6 at a time. At least once a month each student should be attended to exclusively for one period.

(d) At least once a week.

(e) Yes.

6. (a) (i) Yes.

(ii) Written and field work should be increased.

(b) Yes.

(c) Yes, particularly for surveys, excursions, social service etc. Even so students should be left to themselves for at least half the vacation.

7 (a) Yes.

(b) Yes, but great care will have to be taken as regards (ii). This may be permitted mainly in the case of post-graduate courses.

(c) Ordinarily the Intermediate Science should be accepted as a normal test of admission to these professional courses except in the case of Law The LL.B. course should be post-graduate. Any additional training required should be arranged by the authorities in charge of the professional courses.

8. (a) Yes.

(b) Yes. Class records should be placed at the disposal of the examiners.

(c) No they might be of some use in selecting entrants to University courses.

(d) Every candidate for every Degree examination should be required to undergo a *viva voce* test before a Board of Examiners. The class work, essays and examination answer books should be at the disposal of the Board. The Board should consist of examiners in all subjects concerned and should certify after a *viva voce* test that in their judgement the candidate has attained the intellectual level required for a University degree.

9 No such candidates might be given diplomas under certain conditions. As regards degrees, however the whole problem is whether it is proposed to treat the students who will pass these examination on the same level as those who have attended a regular University course for the purpose of admission to Public Services and professions.

If so, non-collegiate students should not be admitted to University examinations because in the long run the grant of degrees in such cases will amount to an academic fraud on the public. Nothing whatsoever can take the place of the living, face-to-face intellectual contacts between the teachers and pupils in the University On the other hand, if it is intended to encourage admission to such examinations only to stimulate private studies, award of diplomas should suffice. A living nation can allow the distinction between real University education and memory tests on University syllabuses to be blurred only at the cost of its intellectual conscience.

10 (a) Appointment of Examination Committees instead of individual examiners should be encouraged.

(b) Generally speaking, 50 50.

11 (a) Yes.

(b) In Nagpur University the maximum number of answer books that an examiner may value in a year is 500 It may be desirable to reduce this figure further

12. (a) & (b) It is essential to have the standard and nomenclature uniform in the case of the basic degrees of B.A. (Pass) and B.Sc. (Pass) In other cases, it would be desirable, but not essential.

(c) No This should be settled by inter-University co-operation, not by legislation.

13 Four years after the Matriculation Examination of the present standard 3 years when it approaches the Intermediate standard.

14 (i) Yes.

(ii) The Honours and Pass courses should be called "Special" and "General" and it should be possible to obtain Honours in both. Both should extend over a period of 3 years, but the Pass course should include a group of subjects instead of one main subject, with 2 subsidiary subjects.

(iii) Yes. There should be a grouping of subjects, but General English should remain compulsory

(iv) "Half course" would involve superficiality and should be discouraged except in the case of foreign languages.

(v) Yes. Unhealthy specialisation can be avoided by a proper grouping of subjects even for Honours courses.

(vi) There should be a regular 2 years course for M.A. degree. In the case of Honours candidates, a specialised study in certain branches should be permitted as an alternative.

(vii) Yes.

15 (a) Yes.

(b) (c) and (d). This work should be entrusted to a strong committee to be appointed by the Inter-University Board.

DWIVEDI, M. M.

1 (i) Yes.

(ii) The ideal is not attained and may be difficult to be attained immediately

4 (a) At present there is very little scope for this though it is desirable.

(b) There is good scope for this.

(c) The teachers may actively associate with the students in all extra mural activities of the colleges.

EAST PUNJAB UNIVERSITY

1 (i) Yes.

(ii) Obviously the ideal has not yet been attained and the present conditions are not altogether in favour of its early attainment.

Conditions under all the sections stated above should be so improved as to make the progressive realisation of the ideal possible.

(iii) Does not arise.

2. To some extent, yes. In some instances, yes.

The Heads of Departments must do a certain amount of teaching work. They should however have sufficient leisure for the pursuit of their own research work which should be of sufficiently high standard for publication. This should be a condition of the terms of their appointment though no quantitative requirements should be laid down.

3 (a) A certain amount of lecturing is essential.

(b) Not altogether

(c) In some instances, yes.

(d) By laying more emphasis on the tutorial and seminar systems.

(e) Yes, the present regulations in this University in this regard are satisfactory

4 (a) At present very little. More Provision should be made for both according to requirements of subjects and the classes concerned.

(b) As already stated in answer to 3(d) above.

(c) No.

5 (a) Should not exceed 75 in undergraduate classes.

(b) From four to five.

(c) Fifteen.

(d) At least once a week.

(e) Yes.

6. (a) (i) Yes.

(ii) No.

(b) Yes.

(c) Highly desirable but there are practical difficulties with regard to religious and local holidays. Theoretically three continuous terms with short vacations and one long vacation would be more sound.

7 (a) Yes, in the lower examination.

(b) Yes. The examination requirements should be specific but broad-based. The teacher should have the maximum freedom in the matter of method and presentation of material but the examination should cover general requirements and cannot be adjusted to the courses given by individual teachers. Formal University examinations will be necessary at all stages but in Honours and advanced courses *viva voce* examination should be introduced to supplement the written examination

(c) Success in any professional career depends on many factors other than examination. It is not possible for us to lay down what these factors are and how they can be measured.

8. (a) For higher examinations we are in favour of appointment of both Internal and External examiners in each paper and the constitution of a Board of examiners for review of the entire result.

(b) Not practicable except in Honours and postgraduate courses.

(c) Not at the University stage. They may be attempted for admission purposes by individual colleges.

(d) To improve the quality of examinations, the number of books to be examined by individual examiners should be reduced and the remuneration enhanced. In mass examinations the supervisory work to be done by Head Examiners should entail greater responsibility

9 Yes, under proper safeguards.

10 The existing arrangements are satisfactory

11 Already answered in 7(d) above.

12. (a) No.

(b) (i) Yes, but need not be rigid. What is required is equivalence or correspondence of standards.

(c) Such co-ordination as is possible through the Inter University Board or direct negotiation. We do not favour Governmental control.

13 Three years, if the Secondary stage is extended to 11 years.

14 (i) Yes, in so far as the basic structure is concerned but the autonomy of individual Universities should not be interfered with which should be encouraged to develop their own characteristics.

(ii) The content will have to be enhanced and adopted on account of the change proposed in (13) above.

(iii) The minimum requirements should be three subjects but permission to take additional subjects should be given to such candidates who desire to do so. Grouping is desirable and a test in the regional and federal languages should be compulsory. A similar test in English may be necessary for such time as English remains the medium of instruction at the University stage.

(iv) Not favoured as it would lead to superficial learning.

(v) Yes, at present. No.

(vi) Only those students should be allowed to proceed to the Master's degree who have attained a sufficiently high standard in the subject in which they propose to study for the Master's Degree.

(vii) We see no objection.

15. (a) Yes.

(b) The matter has already been investigated by the Inter University Board.

(c) The Inter University Board should be entrusted with responsibility in this matter.

(d) Does not arise.

FARUQI, DR. M. H.

Oral Evidence

So far as the question of 3 years Degree course is concerned, we should try to minimise in point of time rather than maximise. I would like to lessen the subjects rather than lengthen the time. After all, what is the use of producing a Jack of all trades? He is a master of none. If you reduce the subjects and let the boy specialise in those, it would be better.

My view is that at present we have a total period of 12 years for the pre University education, Class I and after that the University education starts. My idea is that we should limit the first degree examination to two years. We should not prolong it to three years. That means that the total period begins at the lowest rung of the ladder. The total period for the first degree will be 14 years.

They say let it be 11 years till the Intermediate and three years for the degree. I am definitely opposed to it. If it is felt on other grounds that the first degree course should be raised from two to three years, it must be done on its own without taking away one year from the Intermediate. If it is felt on intrinsic grounds that there is clear necessity for having a three year degree course, that will be done quite independently of the total of pre-university education. I would not be a party for snatching away one year from the pre-university course.

FUEL RESEARCH INSTITUTE, DHANBAD, DIRECTOR OF

The salaries offered to the staff should be such as will draw the best men. This issue must be faced up to in any programme of reorganization of the Universities and leading colleges of the country

Teachers should be instructed regarding marking of examination papers. The mathematics department of each University should conduct brief courses explaining the technique of examinations and examination script marking.

GAUHATI UNIVERSITY OF

1 (d) (i) Yes.

(ii) The ideal is attainable provided sufficient funds are placed at the disposal of the University

3 (a) The lecture type of teaching should be supplemented by tutorial work.

(c) Yes.

4 (a) (i) The introduction of the Oxford type of tutorial instruction is desirable.

5 (a) 150.

(b) At least one per week for each subject.

(c) Not more than 8 or 10.

(d) At least twice per week.

(e) Yes.

6. (a) The facilities available are not sufficient.

(a) Yes.

(b) Yes.

7 (a) Yes, to some extent.

(b) We do not favour any change at present.

8. (b) Possible to some extent if an efficient tutorial system is maintained.

9 Yes, but under different conditions. Non-collegiate students may be required to study for a longer term than those who attend a college.

10. (a) There should be a sufficient number of external Examiners and Paper-Setters.

12. (b) (i) Such uniformity is desirable.

(c) Yes.

13-14. We are not in favour of any immediate change in the system followed by us at present.

15. (a) Yes.

(b) The appointment of a certain number of common Examiners and paper-setters is desirable.

(c) No

GHOSH, DR. J

2. Departmental organisation is necessary

The Head of Department should be spared much outside work. He should not be included in any committee where his specialised knowledge will not be utilised. There should be a limit to the number of committees, etc., of which the Head of a Department can be a member.

3 (c) Overteaching or spoon-feeding should be avoided.

5 (a) 30

(b) 4 or 5.

(c) 5 or 6.

7 (a) Yes.

(b) Yes. I agree, but the first condition for these ideas to be put into effect is that the groups of students under one teacher and also groups of students appearing in any examination must be small. Mass teaching and mass examination must be avoided.

13 Three years after Matriculation.

14 (i) Yes.

(ii) Both the Pass Courses and the Honours Course should extend over three years after Matriculation.

(iii) Five subjects—of which two should be compulsory

15 (a) Yes.

(b) A Central Advisory Board, with no executive power to issue circulars relating to the matters requiring co-ordination between the Universities

GHOSH, P K.

2. Departmental organization has not improved teaching. It has affected both teaching and research work. Headships should be abolished and all administrative work to be concentrated with the Principals or Vice-Chancellors.

GUNJIKAR, K. R.

4 (b) The number of teachers should be increased to ensure personal contact between students and teachers.

4 (c) Students not fit for university courses should be provided alternative openings.

7 (b) (ii) This is possible in unitary type of universities only

(iii) This will have little effect in view of the present attitude of the public towards university degrees.

8 (d) Greater attention should be paid to the nature and object of examinations papers which should embrace greater variety of style and subject.

10 (a) The present method of the appointment of examiners by academic bodies and their electorates should be replaced by any other method.

(b) The reasons for failure are —

(i) Large number of students entering the university resulting in general lowering of standards.

(ii) There being comparatively less openings in industry commerce, army etc. students poorly fitted for higher education enter the university

1 (d) The remedies are —

1 The general standard of teaching both in schools and universities should be improved by adequate remuneration to teachers.

2. Prospects of employment in industry commerce and army etc. should be increased.

3 (ii) Immediate aims of university education in India should be

GWYER, MURICE.

Oral Evidence.

We have arranged to lengthen the working years in the University party by making academic year begin earlier and partly by reducing the number of holidays. It is about 175 to 180 days.

There is a Committee constituted to consider the question of the reduction of the holidays. The number of working days should be laid down and the number of holidays should be reduced.

HAMID DR. K. A.

Oral Evidence.

The syllabus we have in vogue is very old. I was asked by the Aligarh University to sit on a Committee to revise the syllabus, but when I wanted to change it, the teachers did not agree. The syllabuses of the Universities are prepared according to the whims of the staff and the capacity of the staff and not according to the needs of the students. I want that an Inter University Commission should be appointed for scrutinising syllabuses of the various Universities and to devise a uniform syllabus for all the Universities. This is very important.

HENDERSON DR. H. A.

Oral Evidence

Our results in B.Sc. are not good. The Women's Christian College has nearly 90 per cent. pass. Up to the present we have had to be content with third divisioners. There is a feeling that if students get into the University they have a better chance for graduate work *than in outside institutions.* We are trying to do the job for the less favoured boys.

They are less-favoured in the sense that they have less intellectual equipment. Presumably better boys pass in high divisions. The examination system puts third divisioners at a terrific handicap. Although they do very well in the class work they get in the examination only 3rd division with difficulty It is not entirely due to their poor intellectual equipment.

If the Intermediate is taken away we have room for many degree students. We have room for 800 students for the B Sc. Just now we had asked the University we might teach B.A. and B.Com. We are the mother institution for Commerce for northern India.

I feel that the Degree course should be longer I do feel that it is a very short period for doing the Degree work and the specialisation makes the Science students utterly illiterate on matters of social and certain Arts courses. The Arts students and the Commerce students know nothing about Science. It is a lop-sided education and it should be corrected by giving a little more time to the Degree work so that there could be an admixture.

HENSMAN, SM. MONA.

Oral Evidence

We definitely approve that the two-year Intermediate course is more satisfactory There is a very great gulf to be abridged between the school and the college here.

HUQ, DR. MUHAMMED ABDUL.

Oral Evidence

As Principal of the Government Muhammadan College, I knew every student. But in the Presidency College, there are 1,200 students and it is difficult for me even to remember their faces. I would like to have smaller units where frequent personal contact between the teacher and the student would be possible. As far as possible, we must decentralise. Efficient tutorial system can be worked only in such small units. I would put the number for each unit at the maximum of 400 As it is, the staff is hardly sufficient to maintain personal contact with the students.

The maximum number of students which a tutor can handle should be 15

Besides lecturing, the teaching staff have to correct written exercises in the languages and in some of the Humanities, supervise practical classes in Science subjects and correct laboratory note books. The number of exercise books to be corrected by a teacher is so large that he cannot devote attention to each individual's work. At best he can point out one or two defects in a general way

In Honours there is sufficient personal contact, because the number in any group does not exceed 30. But I was referring to the generality of courses.

There has been a little too much emphasis on examination in our province. To my mind the only thing that can minimise this emphasise is the tutorial system of instruction.

IMAM, J

Oral Evidence.

Under the old system when we came to B.A., we had 3 years and ample time to devote our attention to studies. This system has been given up most probably due to the pressure from other universities. Now what happens is that the students have to sit for the Intermediate examination and afterwards he will have only 2 years by which time he cannot acquaint himself well with the college. I would prefer to amalgamate Intermediate Colleges with the High Schools and have one unitary system.

INTERMEDIATE COLLEGE, BANGALORE, PRINCIPAL AND STAFF OF

Oral Evidence

There are both Arts and Science subjects here. We have 2 classes—Junior Intermediate and Senior Intermediate. There are 300 to 400 students for the Arts section and about 1,000 to 1,200 for Science section. The total strength is about 1,600 (Principal)

The percentage of passes in the examination would be about 35 per cent. all groups and 50 per cent. in some groups. The reasons for the failure of such a large number in our college are varied, *i.e* lack of equipment in the laboratories and of efficient teachers. Further there are so many attractions in the city Most of the boys come from outside. They will have no parental control. Further the stuff from the High School is deteriorating. The boys are not lacking in intelligence—but they have very poor equipment in the High School stage. (Principal)

I feel if the practical examination is introduced for the Intermediate, the failure will be lessened. (A member of the staff)

IYENGAR, G V KRISHNASWAMY

4. (a) There is scope for both in the residential universities.

(b) Smaller classes, better treatment of the teacher by the authorities and appointment of the right type of teacher

5 (a) Sixty

(b) Depends upon the subject in mathematics 4 or 5 hours for the Intermediate and 8 hours for the B Sc. Pass Course.

(c) Half a dozen

(d) Once a week.

6 (a) Yes.

(b) They will cease to be vacations then.

(c) It is possible.

8 (a) I do not know what the vagaries referred to are. With a good student and an honest teacher there is bound to be no vagary

(b) It is being done in the Science subjects.

(c) I think too much fuss is made of psychology

10 (a) More trust may be placed on internal examiners.

(b) No ratio is necessary but the majority may be externals to infuse confidence in the public.

11 (a) Honest examiners do not take up more work than they can manage. Some do but if the rules are applied strictly they will automatically drop.

(b) I think rules exist in each University giving these limits. It is not desirable to restrict it further by limiting the number of Universities in which one should be an examiner

13 Four years if there is no pre-entrance year three years if there is a pre-entrance year

14 (iii) At least three there must be some compulsory subjects.

(iv) " Half-courses " may increase the choice of the students it is being tried in Travancore.

15 (a) Not only in the different Universities, but in the different subjects also

(b) A set of instruction that may be recommended to be followed.

(c) Yes.

EDITOR, THE INDIAN NATION, PATNA.

2. The departmental head should see that lecturers do not only teach but also read. It means that the research work put forth by the lecturers should be considered as the chief merit to his promotion

IYENGAR, M. O P SADASIVAM, T S.

6. Most institutions affiliated to a University at present, work for not more than 150-170 in the academic year There is a very pertinent question, namely whether it would not be wise to declare a week a day as compulsory holiday about 30 days declared as essential holidays for major religious festivities and about 45 days as summer recess and thereby increase the working days to 325 a year from the the present low number of 150-170 days.

8. (a) It is highly desirable that paper-setters should also be examiners of the answers, especially for higher degrees.

(b) As far as Botany is concerned, the collection of harbarium specimens may be given up and in its place may be substituted field observations during botanical tours conducted by the institution and also the independent field observations made by the candidate at other times. As regards class records in Botany the records in some institutions are made up at the end of the year by the students. This practice should be strongly deprecated.

14 Yes. We recommend a complete abolition of the B.Sc. (Honours) course and it being substituted by the M.Sc. degree which will be mainly an examination degree, after two years of approved study after B.Sc. (Pass) The present B.Sc. (Hons.) examination of the Madras University although of as high a standard as the M.Sc. (by examination) of many other Universities, is still considered as a smaller degree.

IYER, T P S.

7 I think there is a large measure of truth in the criticism that teaching is subordinated to examination. At any rate it can be stated that in the present university system, greater emphasis is still laid on the standard of examinations than on the teaching. This can be remedied only by making changes in the university system. Mass education (*i.e.* of large numbers of people) and the ideal system of education—somewhat like the Gurukul System of ancient India—cannot go together If the urge for higher education in the people is to be satisfied and university education is to be improved, it can only be done by teaching university education as starting in the Honours.

8 Differences in method of valuation and award of marks are perhaps more marked in affiliating universities, where numbers are large, than in teaching universities where numbers are small It is in respect of examinations where numbers are very large that vagaries of examinations do arise and may call for remedial action. My experience of over 20 years with university examinations makes me feel that vagaries of examinations could only be minimised, but not eliminated. The system of having each candidate's answer book valued by two examiners has proved of some use. Perhaps *viva voce* tests can also be instituted to confirm the results of written tests (which often have an element of chance) as well as to remedy the vagaries of examiners' awards.

JACOB, K. KURUVILLA.

Oral Evidence

Adding one year to the High School course abolishing the Intermediate and raising the Arts course to three years is revolutionary

The S. S. L. C. syllabus is not too heavy to permit of general knowledge being imparted. It depends upon the way in which the teachers handle the classes.

JAMESON MISS C. E.

7 (a) (b) Yes, but the relaxation of the examination system must depend entirely upon the absolute confidence of the university in every College and/or teacher The examination system undoubtedly holds back the best Colleges and the best teachers. It also spurs on and stimulates the poor Colleges and the lazy teachers.

(c) It is unavoidable for the protection of the public that Medicine should have strict examinations. These should be extended on the clinical side, and be conducted in an atmosphere of unhurry and sympathy allowing the students to display their real knowledge and skill.

8. (a) The large the number of examiners each student sees, the more even the average results will be for instance in the correction of papers, if one examiner corrected all question I and another all question III and so on instead of each examiner having a whole paper of one group of students.

JHA, DR. AMARNATH.

Oral Evidence.

I would greatly miss the opportunity of dealing with under graduates. It is at that stage that one is able to do most useful work. I do not think our experience of Honours work has been at all happy

Our Pass course was of 2 years duration and Honours 3 years. Even apart from the competitive examinations, the Pass men could get his Master's Degree 2 years after taking the Pass Degree. It took 4 years whether one had Honours or Pass. There was absolutely no advantage in their choosing the Honours.

I am entirely in favour of three-year Degree course Theoretically we have all agreed about it and Government also at one stage were in favour of it. They appointed a Committee for drawing up schemes and it had to be abandoned on the ground of finance. Every one had agreed on academic grounds.

The lines on which I should like these Universities to develop are in the direction of turning over hostels into Colleges for tutorial instruction. Then there should be no reason for restricting that number

It is said that the tutorial system is very expensive for students, I do not think there would be great increase in expenditure. What I visualise is that in these hostels and colleges there would be tutorial classes and formal lectures would be given at the University

It is said that if a Civil Service examination does not require a Degree, it may affect the competition for the Degree. But I would not consider a candidate who has not been to a University so far as superior posts are concerned. Even University graduates are poor enough in all conscience. If they do not go to the University they would not be of any use.

JUNG ALI YAR.

1 (i) Yes.

(ii) If the funds are available there is no reason why the ideal should not be attained, specially in the residential Universities so far as (a) is concerned.

(c) Is difficult of attainment under the present system of examinations.

On the whole, the three basic difficulties which the Universities have to contend against are paucity of funds, defective school education and absence or dearth of avenues of absorption for persons unfit for University education who nevertheless gain admission into the Universities. To the first of these reasons must also be ascribed the relatively small number of teaching staff and the difficulty of obtaining the best talents. As regards (d) above, while those interested in the pursuit of independent investigations in their own subjects should in general be given less work than others, much depends upon the individual himself. There is a research type of teacher and there is the teacher who, given all the facilities in the world will not engage himself in research. At the same time, he may be a good teacher Conversely a research worker may be a bad teacher

Our examination system needs revision in order to make it possible for greater freedom to be exercised in teaching and study The present system makes both teaching and study too hide-bound.

2. The Departmental organisation of teaching has improved the quality of teaching by co-ordination and team work within the department. The administrative work involved is not so much as to affect teaching and research by the Heads of Departments and in most cases they are given fewer hours of teaching work. They may in some cases need clerical assistance.

3, (a) Yes, provided it is accompanied by a greater degree of personal supervision through essays, the reading of recommended books and even seminars where smaller classes are concerned and in post-graduate courses.

(b) Much depends upon the individual lecturer and the interest he takes and creates in his subject.

(c) Not necessarily depending upon the method adopted by the lecturer In large classes, where personal guidance is not possible, "spoon-feeding" is the line of least resistance for the lecturer as well as the student.

(d) As under (a) and (b) above the dictation and taking down of notes ought to be discouraged and the strength of classes should be strictly regulated.

(e) Under the present system of teaching and examination, yes.

4 (a) (i) The tutorial type of instruction is part of an organic whole and will be difficult to adopt without a change of system It would require a larger number of teaching staff and it is in the main the residential Universities which will be able to adopt it. It can be adopted for the post-graduate courses and could be tried in residential Universities in the "Houses" or Hostels.

(ii) There is scope and need for a seminar type of instruction for the post-graduate classes, including Law Having regard to the conditions of life of students in India, the seminar type of instruction may succeed even better than the tutorial We have had the seminar system in the Osmania University for some time to supplement ordinary teaching and are developing it further

(b) & (c) If the scope of this question is confined to teaching, the obvious method would be to have smaller classes so as to introduce personal guidance. Another form of personal contact in teaching would be by conducting excursions or undertaking field-work under personal guidance. Tutorial and seminars are also obviously helpful in establishing contacts. We are establishing a system of Students Councellors from the next academic year by distributing the students among the different members of the staff for advice and guidance Between 20 to 25 students will thus have one Counsellor This will be co-ordinated with the work of the Health, Physical Education and Medical Board. If possible records will be kept of each student which are likely to prove of assistance to him later While this kind of work will be easier in residential Universities, there is no reason why it should not be undertaken also in other types of Universities.

5 (a) 60 in compulsory subjects, 100 For practicals not more than 25 or 30 at the most.

(b) Not less than 4 considering conditions here 6 would be appropriate.

(c) Not more than 8 or 10

(d) Once.

(e) Yes.

6. (a) There is sufficient theoretical and slightly less practical instruction but not enough field work. There is sufficient written work.

(b) If the vacations are at all to be utilised, I would confine special summer courses to specialized courses or field work.

(c) For the south at least I would like elimination of the winter vacation and a longer summer vacation, although my preference would be for an arrangement which would result in two (or three) terms of equal duration.

7 (a) Yes.

(b) I agree generally but much depends upon the subject. More use should be made of class records.

(c) Subject to (b) examinations can be regarded as a preliminary test of fitness for a specific career provided professional practice of that career is allowed to be undertaken only after a year of probation or apprenticeship for acquiring experience This is particularly necessary in Medicine.

8. (a) An examination system in which there is a large element of luck deserves to be condemned. Teaching and examination go together and correctives must be applied to both. In addition to the suggestions under (a) above, *viva voce* tests are recommended.

(b) It is quite possible provided class room records are kept regularly They should be referred to particularly in awarding class.

(c) Psychological tests would be preferable as a corrective to admissions and for determining aptitudes (rather than for University examinations)

9 Yes, but only for certain courses.

10. (a) No radical change is necessary

(b) 50 50 as far as possible.

11 (a) Yes.

(b) Yes.

12. (a) Standards of attainment, no nomenclature, yes.

(b) It is desirable.

(c) Co-ordination.

13 In the present condition of schools four years after leaving school upto graduation.

14 Uniformity is not particularly necessary in this matter though it would be desirable. In general, the period for both should be the same. The Pass Courses should embrace at least three subjects In certain subjects grouping would be necessary but where it is not necessary a wide choice should be allowed. Half courses are not desirable. Specialisation should come in at the post-gradute stage It starts much too early in India. It should be possible to arrange for Honours Courses even for Professional Faculties but there seems little need for them at least for the present.

15 There is need for uniformity of standards in awarding marks and classifying candidates into the various divisions. A Central body would be very desirable but may not prove practicable. The present diversity and elasticity lend themselves to much agitation and exploitation by student-agitators and politicians. A Central body would take the whole matter their keen and also ensure maintenance of uniform standards. It may be of the nature of a sub-Committee of the Inter-Universities Board. Action will in any case rest with the Universities which may agree with its recommendations. The natural tendency in course of time will be that the recognition of those Universities which do not accept or adopt the recommendations will be affected.

KABIR, HUMAYUN.

Oral Evidence

Most of the Universities are overcrowded and cannot, therefore, give that attention and opportunity to students which is necessary This in my opinion, is due mainly to the fact that in India degrees are often the only passport to a livelihood. As a consequence, students also tend to regard a degree as nothing more than a pass-port to employment. A larger number of students, therefore, go to Universities than are either fitted for such education or can be properly dealt with by them. The result is undesirable in two ways. On the one hand it tends to make education somewhat mercenary and on the other it tends to pull down the University standards because of the pressure of large numbers of students who are not competent for University education.

In order to remedy this state of affairs, I would submit that the Commission should recommend a dissociation between employment and degree, so that a University degree is not required for entering into Government service or a profession Where there are competitive examinations it seems unnecessary to demand that candidates must have a degree whether he has a degree or not, he has to sit for the examination and if he cannot compete, not all his degrees would be of any help I would cite the example of Great Britain where for the competition to the Home Civil Service, the Indian Civil Service and the Colonial Civil Service they did not require any academic qualifications at all. The only condition was that a person must be a British subject and not less than 22 years old.

What I am suggesting is that those who want to enter the professions should be allowed to go in for specialized training after the completion of Secondary Education and not required to take an academic degree. In Great Britain, London Matriculation or Senior Cambridge or Oxford. Certificate is regarded as adequate for the purpose. Why th n in India should we require a person to be a B.A. or B Sc. before he takes up law or medicine?

KANE, MAHAMAHOPADHYAYA, DR. P V

(d) (i) I do agree that teachers in the Colleges and the University Departments should have sufficient leisure to be able to guide and pursue independent investigations in their own subjects. In my opinion, however most of the teachers in the Colleges and the University Departments have sufficient leisure to pursue independent investigations in their subjects even now if they are so "minded" but unfortunately for research there are no sufficient inducements to them, nor sufficient facilities in many places for pursuing independent investigations in the subjects of their choice.

(d) (ii) I consider that the ideal is attainable under the existing system in India, provided proper facilities are made available and proper inducements are offered for independent research. One of the remedies I suggest by way of proper inducement to pursue independent research is to see that whenever special promotion is to be granted or whenever any efficiency bar is to be crossed, special attention should be directed to the research work published by the teacher himself or the research work submitted by the students for Ph.D and other research degrees, under his guidance.

(3) (a) I would not favour the continuance of the "lecture" type of teaching in the University classes.

(b) No.

(c) Attendance at lectures should be compulsory up to a certain minimum, such as two-thirds or three-fourths.

(4) (b) & (c) I would suggest that ordinarily no class in Colleges should contain more than 75 students and I would suggest even a lesser number than that, but the present financial circumstances of many Colleges would not allow this to be done. A tutorial type of instruction is no doubt a very desirable thing. But that again is a question of finances and unless the finances of the University and its constituent Colleges are improved to a very great degree the tutorial system will be an ideal not to be brought into practice at all.

(6) (c) I think it is possible to arrange for holidays and vacations in a better way than is done at present. In the first place, in my opinion, there are too many holidays and they are not properly distributed. The vacations should only be two, one in October and the other in May and part of June. At present at least the First Year and the Junior B.A. students have a vacation of nearly 3½ months in the summer from the 10th March to the 20th June. This should be limited and even as regards the others it is quite possible to carry on the second term up to the end of March and hold the examinations in April only

(7) (a) I do not agree with the criticism that in the existing University system teaching is unduly subordinated to examination. I do not know any other methods at present for assessing the abilities of

students other than examinations. If some other method is employed for assessing the worth of students it is very likely that similar or worst evils will follow

7 (b) (ii) I don t think that much freedom can be allowed to individual teachers according to their own ideas. It is absolutely necessary that the syllabuses must be prescribed by the University Besides, it is difficult to find out the equivalence as regards the courses individually taught by individual teachers

7 (c) In my opinion examinations should serve as a test of fitness in Law and Teaching with which Faculties alone I am well acquainted by requiring a minimum standard of proficiency in the subjects which a lawyer s career or a teacher's career is sure to demand. As regards Law I should think that there must be a written examination in most of the important subjects such as the Hindu Law and the Mohamedan Law Law of Crimes and Criminal Procedure, the Law of Evidence, Civil Procedure and Limitation, the Law of Succession and Family Rights, the Law of Court Fees, Registration and Stamps and also the Law of Wills. As regards teaching, a teacher must have a theoretical knowledge of the History of Teaching during the last several hundred years and must have also some acquaintance with the principles laid down by such masters of the method of teaching as Pestalozzi Froebel Madame Montessori and others.

8 (a) It is very difficult to correct the vagaries of examiners in the assessment of marks especially when thousands of papers are to be dealt with except by adopting a method of appointment of moderators who will make a test examination of a certain percentage of papers already examined by other examiners and who will give directions to the ordinary examiners to change or modify the standards applied by them and to re-assess their marking of answer-books of the students. In the higher examinations such as M.A. LL.M. etc., where the degree is given by a thesis the best course is to appoint external examiners and to make a rule that the opinion of the external examiners would prevail As regards higher examinations like M.A. and LL.M by papers another method of appointing examiners can hardly be suggested One has to rely on the present method whatever defects there may be in it

(b) Class records can be used for examination purposes only as regards scientific subjects and even then there is the likelihood of those records being tampered with by the students. So far the records being not after all very helpful the real ability of students is to be judged from the answers to papers or is to be judged from the practical examination

(c) I have no knowledge of the psychological tests that are applied as correctives to the results obtained by the present system of examination. But this much I know that Psychologists themselves do not agree on many points relating to teaching and I am afraid that the use of psychological tests may be a danger instead of a help

(9) Some Universities like Nagpur and Allahabad allow teachers and women to appear for the examination of B.A. without attending a College. In my opinion as a general rule this should not be encouraged. Such a system tends to create an idea among the minds of those who appear for the examination and also in the minds of the public that a University is merely a farce, that by reading a few books prescribed or recommended one may get through, by securing the minimum number of marks. The emphasis on the requirements of attendance at Colleges is justified on several grounds, *viz.*, those who appear for the examination under this system have the benefit of the lectures and guidance of Professors and teachers who are well-versed in their subjects they also have the advantage of referring to the general library which now-a-days many Colleges maintain. Further this method of compulsory attendance at Colleges makes for a corporate life among students and is capable of bringing into intimate contact the teacher and the taught with the result that the enlightened mind of the teacher might inspire the students to love learning and do their best in the cause of learning. All these and other advantages not mentioned here are denied to those students who are allowed to appear for the University degree Examinations without keeping any attendance at a College. I may however allow non-collegiate students to appear and obtain a degree like B.A. and LL.B., provided those who appear for the B.A. will secure at least 45 per cent. of the total marks and 55 per cent. of the total marks for the LL.B. Examination. This is the utmost to which I shall be prepared to go On the other hand I am also much against the insistence of a minimum number of attendance at a College even when the circumstances preventing attendance were beyond the control of the students. For example, in the Bombay University 65 days per term is the minimum attendance required for students in Arts Colleges so that in the whole year they have to attend 130 days at least. It is also provided that if a student keeps an attendance of 100 days or more but not 130 days, then the deficiency may be condoned by the Syndicate Even here I am of the opinion that this is a very arbitrary rule. Sometimes a brilliant student suffers from illness in the first term for two or three months and then even if he attends regularly throughout he may not be able to keep 100 days attendance A theoretical emphasis on the minimum of 100 days makes such a student lose one year for no fault of his. Therefore even when the attendance is below 100 days the Syndicate must look into the facts of each case and allow less than even 100 days. This should not come in the way of a student appearing at that examination provided that he produces a medical certificate and his Principal certifies that the candidate is so good that he can pass the examination even with the limited attendance put in by him. As regards school teachers I may at once say that if my proposal to demand a higher percentage for passing is not accepted then school teachers and women also may be allowed to appear after attending at least two terms in the whole period of four years, particularly in the B.A. Class and after appearing at a preliminary examination to be held by the Colleges to test their proficiency

students other than examinations. If some other method is employed for assessing the worth of students it is very likely that similar or worst evils will follow

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(c) I have no knowledge of the psychological tests that are applied as correctives to the results obtained by the present system of examination. But this much I know that Psychologists themselves do not agree on many points relating to teaching and I am afraid that the use of psychological tests may be a danger instead of a help.

14 (i) *Vide* my reply to 12(a) and (b) above.

There is a certain lack of uniformity in regard to Honours and Pass courses not only so but in the same University a great deal of confusion is caused at different times by changes in the nomenclature. For example, in the Bombay University the B.A. course has been divided in the General and the Special course and it is likely that there will be Honours First Class, Second Class and Pass Class also in these two Examinations. The result will be that a student will have to write B.A. General, Honours First, Second or Pass Class. If a man gets a Pass class in Honours then he should be declared simply to have passed the B.A. Examination. This experiment of having Honours course and Pass course has not been a very successful one. Many students want to join the Honours course because *everybody is ambitious and thinks very highly of himself.* *The result* is that unfortunately a large percentage of students that go in for Honours either give up the Honours courses altogether or just end their course by getting a Pass Class. This must be stopped. A *student who chooses an Honours course should never be declared to* have passed if he fails to secure a First or Second Class in the Honours Course. He must make up his mind whether he is going to content himself with a mere Pass degree or the degree with Honours and having done so he should not be allowed to change the course.

(iii) There should be at *least three* subjects and I am not in favour of having any compulsory subjects at all for the Pass or Honours Degree. There should be a general choice of subjects and at least three or more should be determined by each student.

(iv) It may be that in certain subjects a very high standard will be required and in certain other subjects what is called "half courses" should be gone through, that is, a very high standard should not be required. *But this means that there will be a larger number* of subjects than 3 I am personally of the opinion of having 5 subjects, three of which should require a very high standard of proficiency and two of which may be of the nature of what are called "half-courses"

(v) I think that specialization in study is rather premature in India. Boys or parents have to make up their minds what the students will learn immediately after the Matriculation or the Entrance Examination. This is often too early to decide. *Therefore there should be a course* for a year or two after the students join a College in which there will be no specialisation but there will be a general knowledge of special subjects.

(vii) There is nothing to prevent the development of Honours courses in professional Faculties, like those of Medical, Engineering, etc., but their percentage of marks for Honours will have to be higher than in the other examinations.

Insistence on a certain minimum percentage of attendance should not be there. Let me tell my reasons for that. I am all for having some prescribed minimum attendance but I find there is a tendency particularly in our Syndicate to emphasise that one must put in say 100 days. Suppose a really first class man could only put in 89 days owing to illness or other genuine causes, they are not going to let him appear for the examination.

For a degree course there should be 5 subjects, three of high standard and two half courses. I do not know much about B.Sc., but I am talking about B.A.

KARMARKAR, DR. D V

2. Far from improving the quality of teaching work the Departmental Organization has adversely affected it in some cases as it involves the consideration of questions not connected with the quality of education. With changed circumstances, the adverse factors associated with it would go.

3 (a) Lecture type having no alternative, could be supplemented by questions and answers in the classes.

6 (b) The facilities offered by the Universities during vacations should be utilized for special courses with the help of persons not in the employ of Universities teachers should not be deprived of their vacations.

7 (b) Reducing the rigidity of examination would lead to the deterioration in the quality of education.

12.(c) Central Regulation to bring about uniformity is necessary

KATARE, DR. S. L.

2. The quality of teaching does not só much depend upon departmental organisation as on other section.

3 (b) The lecture system has both succeeded and failed, depending on the knowledge and methods of teachers.

(d) Stop the system of dictating notes in the class. Organize reading and tutorial classes. The reading class should be held in Library and attendance should be compulsory

4 (a) System of American Universities may be examined for adoption.

No method of teaching can be prescribed. Teacher cannot be turned into a machine. A good teacher knows his method well and can adapt it according to needs of students. The problem is one of finding the right type of teachers.

6. (b) Yes. But this system should be introduced with necessary precaution. No pressure should be brought upon a teacher to offer his services for the summer course. If the services of any teacher are employed for the summer courses, he should be allowed to take rest for the same period of time as the summer vacation in some other part of the year and when he likes to do so. The system should not be allowed to be turned into a tyranny for the poor teacher

8 (b) It is only essays independently written which should be taken into consideration. Class notes, exercises, essays, etc., should be excluded

(c) Psychological tests are themselves to be tested psychologically

(d) Examination should consist of three parts

(i) Written test on the lines conducted at present.

(ii) Written examination when the student answering questions should be allowed to use necessary texts in the examination hall.

(iii) A *viva voce* conducted by a departmental committee.

9 I would suggest that Universities should hold regular classes either in the morning or in the evening for those who are employed in some profession and cannot be regular students. The other alternative to satisfy the need can be that the employers should take provision of leave on not less than half-pay to those who would like to prosecute their studies in a University

14 (i) I favour half courses.

15 There should be Central University Board appointed by the Government to perform this and similar functions. This body should consist of head of Departments from various Universities representing different subjects and should meet periodically The reports of examiners should be sent to this body It may even review some answer-books, and members of this body in small groups should visit the Universities for reviewing examinations, research work and to make personal contacts with the teachers and Professors and know their opinion on the matter Care should be taken that this body does not act merely on a report sent either by the Vice-Chancellors or the Registrars.

KAUL, M. N

9 There is a great demand that university examinations i.e. for B.A. and M.A. in Arts should be laid open to all private candidates, educationally eligible, without requiring them to attend regular college classes.

2. So far it is only the teachers of recognised educational institutions who are eligible to appear in these examinations as private candidates. All that is desired is that the concession should not be restricted to teachers only but should be extended to all who may wish to take advantage of it.

3 The arguments in favour of this demand may be briefly stated as follows —

1 Higher education is very expensive and the average middle class citizen cannot afford to send his children to the universities and colleges.

2 Arts subjects, being literary in nature, do not require much of regular attendance and constant guidance and can be studied, though with greater effort, without regular help.

3 In addition to laying open the opportunity for the wards of the lower middle class the concession sought for will also make it possible for those who have already entered into life to prosecute their studies in their spare hours whereby they would increase their own efficiency and the general tone of public life and administration.

4 If a particular person wishes to put in effort to equip himself with higher knowledge, it is not understood why the university authorities should be jealous of him. A private candidate ready to submit himself to all tests to which a regular student of a university is subjected should certainly not be deprived of the opportunity to appear in the examination. The argument that every one is free to pursue a course of study and that the restriction is only confined to appearing in a university examination does not consider the fact that ineligibility to appear in an examination after one has studied a subject acts as a severe set back in the path of sustained effort for higher studies. The satisfaction and recognition provided by the success in an examination affords a strong stimulus for the required effort. Studies without examination are like playing football without a goal. It is very difficult to expect the abstract ideal of knowledge to enthuse a youngman to put in the required effort particularly under the existing economic conditions. Again mere knowledge, without recognition through a university degree, does not serve the purpose. Applicants for even the humblest jobs are now required to produce a university degree. Whatever one's attainments may be, the passport of a university degree is essential even for entering into a competition for any job carrying a living wage.

5 There is not enough number of universities to receive all those who may come up for higher education in the near future. Education Department is not an earning department and Government, with its limited resources, shall not be able to increase the number of universities to meet the requirements for the country for a considerable time to come.

6. The country is acutely short of technicians and Government and universities should devote all their energy[1] and resources in providing facilities for technical education. Although technical education is impossible without regular attendance at properly organised and recognised institutions, no danger seems to be involved if individual effort also is allowed to play its part in the expansion of the study of Arts subjects.

KAUL, R. N

3 (c) The "Lecture" type of teaching has been certainly responsible for "spoon-feeding" Most of the students do no thinking at all. Many of them do not even study the books recommended.

(e) There should be no compulsory attendance at Lectures.

4 (b) The tutorial type of instruction on the lines of Oxford and Cambridge should be emphasized at least in the residential Universities. This would ensure personal contact between students and teachers.

8. (a) & (b) In order to correct the admitted vagaries of examinations in the assessment of performance, the teachers should keep a careful record of the class-work for examination purposes.

(c) A series of psychological tests (verbal as well as Performance Tests) may be used as a corrective to examinations.

KELLOCK, REV JAMES.

6. (c) There should be a three-term academic year instead of the present two-terms. I would suggest the following —1st term 20th June to 31st August, 1st vacation 1st September—20th September 2nd term 21st September to 15th December 2nd vacation 16th December to 15th January (10 days at Divali) 3rd term 16th January to 31st March 3rd vacation 1st April to 19th June. The present terms are too long and better work both by staff and by students would probably be done if they were broken up into three. A fairly big break in December January would give opportunity for holding the N C.C. camps, going on trips and attending conferences, etc.

9 I would not favour having a category of non-Collegiate students, as I think the experience of a corporate academic atmosphere, with the chance of personal touch with teachers of first rate ability and recognized standing in their subjects should be part of the preparation for a degree. A "non-Collegiate" category would hinder approximation to the ideal of a University and would encourage the "cramming" idea.

LUCAS, DR. E. D

1 (i) Yes.

(ii) Neither attained nor attainable under the present system.

(iii) Too many ill-prepared students are found in University classes. Probably as industry and business expand there will be less of a rush into academic courses, and the situation will thus improve. However Universities should exercise more pressure against over crowding, mass lectures and low attainments.

2. In the Punjab University Heads of Departments have never been given sufficient authority or leisure for proper supervision and control.

3 (a) The purely "lecture" type of teaching is to be avoided.

(b) (c) (d) (e) and 4 (a) Wherever possible teaching should be carried out through thoroughly planned and prepared *discussion groups*.

7 (a) Yes. My experience is that examinations unduly dominated all the teaching.

(b) Just how to fit examinations into the existing system is most difficult to state. A gradually increasing responsibility for testing and certifying students should be transferred to Colleges. It may be necessary to grade Colleges during a transition period and mark down Colleges not living up to this responsibility. There should be more experimentation in this field. Within a small area a travelling board of examiners might spend a week in each College conducting examinations in co-operation with the College staff.

8 (b) Colleges should be encouraged to make much more use of class records. Where class records have been found to be well-maintained over several months of careful checking, some recognition should be given at the final test.

(c) I doubt whether psychological tests could be used except where great care was taken, and it could not be done rapidly for large numbers. It would be a very expensive test, and would necessarily be restricted.

12. (a) No there is no uniformity in the standards.

(b) Not uniformity but the strict maintenance of certain minimum standards by all recognized universities and Colleges should be the aim.

(c) A central Bureau of Standards rather than regulation or co-ordination.

13 There is much loss of time in the four year College course by the intervention of the Intermediate Examination. If the High School course is extended to eleven years and the college course is made a three year course, with only one examination, valuable time would be saved.

14 (i) The Honours courses should not be tagged on to the Pass courses, but should be open as a separate, stiffer course for a limited number of carefully selected students.

(ii) The Pass courses should remain very much as they are now

LUCKNOW UNIVERSITY OF

1 (i) Yes.

(ii) The ideal is not being achieved and unless the existing system is radically altered we shall not even make a near approach to it.

(iii) Development of the tutorial system is very necessary for bringing the teacher into close contact with the student. The optimum should be fixed for a class. Corporate extramural activities should also be developed in which both the teacher and the student should participate. This scheme will involve much financial obligation which the State should be prepared to shoulder

2. Since the establishment of the Unitary type of University the standard of teaching has much improved.

The departmental organisation of teaching has not in any way adversely affected the teaching and research work of the Heads.

3 (a) The lecture type cannot be dispensed with but formal teaching should be reduced and tutorial system should be developed.

(b) By itself it does not stimulate intellectual curiosity nor does it encourage independent thinking. An interchange of ideas is necessary

(c) Yes.

(d) The existing evil can be corrected by developing a tutorial system on right lines and supplementing it by organising frequent discussions of problems of academic and social interest with teachers.

(e) This is a difficult question to answer Opinion in this country is divided on this question but the generally accepted view seems to be that for the present attendance at lectures should be compulsory It is only when admission to a degree course is restricted that we can think of dispensing with compulsory attendance.

4. (a) (i) Enrolment should be limited and strength of the teaching staff should be increased. The tutorial instruction is at present either neglected or is in a sad plight. Universities are not in a position to discharge this statutory obligation unless adequate funds are provided by the Government.

(ii) The Seminar type of instruction is particularly suitable for post-graduate students and the tutorial type for under-graduate.

(b) Development of the tutorial system and provision of residential accommodation both for teachers and students in the University are necessary so that there may be a common social and intellectual life.

5 (a) If the tutorial system is properly organised and developed the optimum number in the under-graduate classes can be fixed at a higher figure. But in the absence of the former it would have to be small say not more than 60

(b) Six.

(c) Four

(d) Twice.

(e) Yes.

6. (a) (i) Yes.

(ii) No

(b) Yes. Attendance will be optional. The programme of studies should be attractive. We can also provide instruction in special courses devised for non-degree students. This service is rendered by Universities in the west. Gradually it should become a normal feature of a University in India. But this extra burden should not fall on those teachers who are engaged in research or advanced studies.

(c) Holidays should be utilised for organising excursions. This activity should be promoted.

7 (a) Yes.

(b) Yes. We partly agree with the suggestions made but we should exercise caution in introducing these changes and should go slowly To start with the experiment may be tried in one or two subjects and if the experience so gained justifies the change the system may be extended to other subjects also Record of tutorial work should be taken into consideration in assessing the performance.

(c) A course of practical training should be instituted to supplement formal teaching.

8 (a) We cannot think of any effective steps.

(b) Class records should be taken into account in assessing the performance. If tutorial system is properly developed such records can be assigned 50 per cent. of the aggregate in the subject.

(c) Not at present.

(d) No.

9 No.

10 (a) No

(b) 1 2. This should be the ordinary rule.

11 (a) Yes. A limitation is also necessary in the interest of proper assessment of answer-books.

(b) Yes.

12. (a) No

(b) Yes, but it is not essential.

If migration from one University to another is to be permitted, standards of teaching and examination should be uniform as far as possible.

(c) The Inter University-Board should perform this Function.

13 Three years.

14 The distinction between the two courses be retained but the courses be reorganised and admission to the Honours Class be restricted.

(i) Yes.

(ii) The standard will have to be raised.

(iii) Three subjects. There should be grouping of subjects. General English and national language should be compulsory in addition to the three subjects.

(iv) Yes.

(v) No.

(vi) No.

(vii) Not necessary

15 (a) Yes.

MADRAS UNIVERSITY

1 The objects mentioned are certainly shared by this University but they are not always attained. The main reason for this is lack of adequate funds.

2 It is necessary for the senior teacher to be the Head of the Department and to organise the working of the Department. The amount of clerical and administrative work should be minimised, as far as possible, and assistance should be given in this direction.

3 (a) Yes.

(b) Yes, it depends upon the lecture.

(c) & (d) There is probably a tendency for over-teaching and this should be rectified by the teachers concerned adequate time being set apart for individual work.

(e) So long as lectures are given there should be no option.

4 (a) Under the present circumstances, it does not seem as if there is scope in Indian Universities for the organization of such teaching, unless the age limit is increased and unless there is enormously increased financial provision. The seminar type of instruction is possible for Honours and Post-graduate courses.

(b) To ensure personal contacts, there should be a higher teacher student ratio than obtains at present, and opportunities should be available not merely in the classroom, but through tutorial classes, through out-door games and sports, and through social organizations conducted by the College.

5 These particulars depend upon the nature of the subject taught and whether it requires practical classes or demonstrations. The number for a tutorial group should be limited and here too it will depend upon the nature of the subject. It is not possible to generalise on such questions.

6 (a) & (b) Theoretical instruction is sometimes excessive more of practical, written, or field-work is desirable. It is not desirable that vacations should be used for summer courses in view of what summer is in this country

(c) Yes.

7 The place of examinations as a test of a student's capacity has been debated on many platforms, and the defects of the examination system have been brought out by Commissions—*vide* Hartog Report on Examination of Examination. No adequate substitute, however has yet been conceived.

8.

9 No certain exemptions may however be given from the production of attendance certificates to teachers in Schools or Colleges, provided practical or laboratory work is not involved.

10 (a) Not in this University

(b) This varies for different examinations, and generally in professional examinations involving practical work external examiners should be associated.

11 (a) & (b) No Care is always taken to appoint a sufficient number of examiners.

12. (a) No There seems to be considerable variation in regard to these standards and the subject is under the consideration of the Inter University Board.

(b) Desirable in regard to higher courses of study and essential in regard to professional courses.

(c) Co-ordination is favoured but this must come from the Universities no central regulation is necessary or desirable for this purpose. The securing of a certain degree of minimum uniformity should be the responsibility of the Inter-University Board and Universities must endeavour to comply with such recommendations as may be made by such a Body No outside authority should interfere with the University standards of study

13 It is presumed that this relates to Arts or Science Degrees and not to Professional Degrees and, in such cases, it is suggested that 4 years should be the duration of the course *i.e.* two years of Intermediate course followed by 2 years of Degree course. Where a University proposes to have a three-year Degree course, it should be instituted only when it has been satisfactorily proved that the schools concerned can take an extra year of study and have the necessary personnel and equipment to use it properly

14 (i) & (ii) There is a certain lack of uniformity It is desirable to have a three year course for Honours after the Intermediate standard, and it is now under the consideration of the Inter University Board.

(iii) & (iv) Grouping, number of subjects, etc. should be left to individual Universities, and will depend upon the nature of the subject and the object of the course concerned.

(v) No not so far as this University is concerned.

(vi) After a Bachelor's Degree, two years will be required for a Master's Degree. Where, however an Honours Degree is instituted, they can take it 3 years after Intermediate, or after two years post graduate course.

(vii) In certain of the professional courses, this may be possible, but not in others.

15 (a) & (b) Uniformity of standards cannot be attained by a mere uniformity in percentage of marks required for a pass or a class. If a percentage is fixed, the examiner generally decides to what standard a candidate has come up and awards marks according to the percentage prescribed but the standards may still vary

(c) All ideas of a central body unconnected with the organization of the Universities should be given up. The Inter University Board should exercise these functions, and its powers should be strengthened in this direction as in other directions.

(d) Does not arise.

MADRAS CITY AND TAMBRAM COLLEGES, PRINCIPALS OF

Oral Evidence.

The Travancore University adopted the three-year Degree course and I understand that they want to revert to the old system of 2 years Intermediate and 2 years B.A. (*Govt. Muhammadan College*)

Mysore tried this in the past and has already reverted to the old system (*Teachers' College Saidapet*)

The witnesses were for continuing the present system for different reasons (*General Opinion*)

MAHADEVAN DR. C.

2. Departmental organization has improved quality of work. To improve matters further Departmental heads should be selected judiciously (and not merely on basis of seniority and influence) for a term of 5 years, renewal on satisfactory work.

3. (d) & 4 (b) Personal contact can be ensured by the selection of a proper type of teacher and giving him a class of manageable numbers and making it incumbent on them to know the students individually They should take active interest in extra-curricular activities along with students.

7 (h) It is not the system of examinations so much as the method of working it that is to blame.

8 (b) Class records should have a respectable place in judging the merit of the student.

(c) & (d) A real tutorial system would greatly improve the standards of student a timely warning, or check or advice often produces wholesome effect.

12. (c) Uniformity should be secured through the Inter-university Board.

14 (i) & (ii) Yes. At the present time from personal knowledge of standards both as a paper-setter and an examiner for some years to North Indian and South Indian Universities I find that the B.Sc. (Hons.) standards of South Indian Universities are precisely the same as M.Sc. of North Indian Universities.

I would leave the present pass course as it is in South Indian Universities.

ORAL EVIDENCE.

I am in favour of the three-year Degree course with the Matriculation standard raised to that of the Cambridge Higher School Certificate. Raise the present Matriculation standard by attaching another year to the High School or by some other way and admit the students straight to the Degree course.

The Cambridge Higher School Certificate is just about the Intermediate standard. The Science courses are a little more than the Intermediate standard.

The B.Sc. Honours of South Indian Universities is equivalent to M.Sc. of North Indian Universities. I can say it with regard to Geology without fear of contradiction. This view is shared by the other teachers also

MAHARAJA'S COLLEGE, MYSORE (PRINCIPAL AND COLLEGE COUNCIL).

3 (e) Attendance at lectures need not be compulsory We advocate tutorials which involve a large measure of compulsion.

5 (a) The optimum number for a class is 60.

(b) Not less than 2 lectures per week for a subject.

(c) The proper number for a tutorial group is 6

(d) Once a week for each optional subject.

7 We advocate the New Type of Examinations combined with *viva voce*. The examination load may be spread out throughout the year instead of concentrating it as at present.

14 The question of re-organizing the courses of studies was dealt with exhaustively by the Mysore University Teachers Association. Their conclusions are endorsed by us. They are as follows —

(a) That the regional language be the medium of instruction

(b) That the regional language shall be studied as the first language in the Primary Middle and Secondary Schools

(c) That the federal language shall be studied as the second language in the Middle Schools

(d) That English or the federal language shall be studied as second language and that Sanskrit be studied as an optional in the High Schools

(e) That the courses of study at the Intermediate level be divided into two parts the first part consisting of (a) Basic subjects, and (b) English, and the second part consisting of Optionals

(f) That Honours and post-graduate students in Art subjects shall have a working knowledge of Sanskrit and that a prescribed text in Sanskrit shall be studied for example, under Politics Kautilya's Arthasastra

(g) That the common script for all Indian languages should be the Devanagari.

MAJUMDAR, R. C.

1 (i) I fully agree.

(ii) I think with reasonable financial support the ideal is attainable to a reasonable extent.

5 (a) About 100.

(b) Two lectures per week.

(c) Three or four

(d) Once a week.

(e) Yes.

8 (a) Yes.

(b) At least 25 per cent. of marks should be set aside for class records with due safeguards against abuse of this privilege.

MALAVIYA, GOVIND.

1 (i) Yes.

(ii) No.

(iii) First of all there are too many students, too few teachers and too little money

2. The Heads of Departments do a fair amount of administrative work, but this cannot be avoided especially in a Science laboratory There must be someone responsible for the laboratory

3 (a) Yes.

(b) It depends on the lecturer Students would like to absent themselves from a dull lecture, but they are compelled to attend such lectures.

(c) The ideal arrangement would be to organise parallel general lectures in the subject, may be of different standards and the students may be permitted a choice on the advice of their tutors. Once the lecture is chosen, the student should attend it.

4 (a) A species of tutorial work is done in some Universities but the groups are too big and the tutorial classes are too few

The whole thing brings on the strength of the teaching staff in relation to the number of students. Even in Cambridge, the number of students admitted to a College is not unlimited.

(b) Unless the number is reduced or the number of institutions increased it is almost impossible to provide for personal contact.

5 (a) 75

(b) Not more than 3

(c) 8 to 12. The present number of 16 in Calcutta, Patna and Utkal Universities is much too large for any effective work.

(d) Twice at least.

6. (a) Yes.

(b) Only autumn and winter vacations for Honours and Post-graduate students but not Summer in this country

(c) Theoretically it is possible. All occasional and communal holidays ought to be stopped and three main vacations of 8 weeks each provided but it looks like asking for the moon in this country

7 (a) Not quite. In any system teaching will have a relation to the examination.

(b) But a reform of the examination system is possible. A necessary reform is split up the examination into stages and the results of the periodical tests should be taken into account in the final award of class or distinction. The present system of a student taking all the papers at the same time has led to cramming and unsatisfactory assimilation.

8 (a) Double valuation is a useful corrective within limits.

(b) Class records should be taken into account. This will ensure continuous work on the part of the students and teachers and lessen cramming.

(c) No From the experience one has in Selection Boards, these tests are not satisfactory at all and should be avoided in the Universities.

9 None except in the case of teachers.

10 (a) None except that provision may be made for double valuation at the final stage or post-graduate stage.

(b) half and half.

11 (a) In some cases it is true.

(b) It would be good to do so.

12.

13 Three years after the Entrance Test suggested in III (i)

14 (iii) Never more than three.

(iv) No useful purpose will be served.

(v)

(vi) Only those students who have taken the Honours course should be allowed to take the P G course [*vide* 14(ii)].

(vii) No. Distinctions may be awarded on the basis of proficiency in the General course.

15 It is undesirable to insist on a rigidity in this respect. Any interference with the freedom of the Universities will be rightly resented.

Oral Evidence.

We have no tutorials except in name. Last month I requested the members of the staff and discussed with the Senate and the Syndicate and even though we cannot have the system fully we should have something on these lines by dividing the total number of students among the staff equally

MANJUNATH, DR. B. L.

Oral Evidence.

IV After some years experience we changed the degree courses from 3 to 2 years. It was felt that one year more in the High School would not be enough to have sufficient education for going into technical courses. In order to make it more efficient, the Intermediate for 2 years and the Pass course for 2 years was adopted.

After the Intermediate course, many will chose to go to Engineering, Medicine, etc. In order to make them efficient, this system was adopted.

My personal opinion is that 2 years in the Intermediate stage is much better than one year as it will help the students to go to professional colleges with better equipment.

MEDICAL COLLEGE, LUCKNOW PRINCIPAL AND STAFF OF

Oral Evidence

IV We do think that there should be a reduction in the number of holidays.

It is the large number of admissions which are made that are responsible for the large number of failures. The Honorary system is also responsible for the large number of failures in the examinations.

MEHRA, DR. P N

1 (iii) In the University the number of teachers is far less than what it should be. The number of teachers are usually considered in terms of the number of students and not with respect to the various subjects in which they specialize. For any good higher teaching it should be absolutely essential that not only the number of teachers should be more but they should have specialized in different branches of subject. This alone can give a wide choice to the students seeking specialization. Secondly the higher teaching should be centralized within the territorial jurisdiction of the University It is no good imparting teaching at a number of different places in the same subject within the University This is not conducive to best results and duplicates the labour and fritters away the talents.

2. The Departmental organization has improved the quality of teaching work. Unfortunately it has affected the research work of the Heads of the Departments. There are two measures which can bring an improvement in this direction. Firstly routine administrative work should be entrusted to the second man so that the work is shared and the Head of the Department get more time to devote to his research work. Secondly Research Assistants should be attached to the Heads of the Departments for facilitating their work.

MEHTA, DR. JIVRAJ

Oral Evidence.

Normally our working days are between 160 and 170 in the Bombay University

We would agree a term without any interruption of any kind in the continuity of the work.

MEDICAL COUNCIL OF INDIA.

1 (i) (a) (b) (c) (d) should be considered the primary requisites of University education. These, while allowing certain privileges to students and teachers also entail certain obligations on their part. At the present time both the teachers and students are more careful and vociferous about safeguarding their privileges ignoring the corresponding obligation with the result that—

(ii) the ideal though attainable in most instances is not actually attained.

The students should apply themselves to their own function of getting knowledge rather than dabbling in factions, propaganda and general politics while most of the teachers instead of devoting their spare time to the interests of improving themselves as teachers, spend it in just improving themselves economically

(iii) The standard can be applied if everyone concerned (amongst both teachers and the taught) have clearly before them the ideal and strive for it.

2. Departmental type of organisation of teaching is good in so far as the members themselves should know what is the best way of putting instruction across to the students and there is no interference from any outside agency

3 (a) "Lecture" type of instruction cannot, under the present day conditions of few teachers for very many students, be completely eliminated. It must be supplemented by "seminar" type of work.

(b) The majority of students who are more interested in the degree rather than the education rely entirely on the lectures with a supplementary reading of portions of prescribed books for their success.

(c) The students do not learn to stand on their own legs in their acquisition of knowledge.

(d) The students should be expected to do supplementary reading and reporting the results of their studies in class, conferences or seminars. This should be made an obligatory requirement for a "pass"

(e) For the present attendance at lectures should be compulsory though their numbers (at least in the Medical Faculty) can be reduced in favour of more demonstrations and seminars.

14 Uniformity of standards for both the Pass and Honours degrees is essential.

(i) The "Honours" degree should need a year longer for all Universities, (*i.e* five years after Matriculation)

(ii) The "Pass" degree should be obtainable after four years study

(iii) "Pass" course should have three subjects for study in almost all combinations in Arts and Science (especially the latter)

(iv) After a "Pass" Bachelors Degree the candidate should offer one of the three subjects for his Master's Degree after a study of two years. For an "Honours" graduate the subject for Master's Degree should be the same as the major course for his Honours degree and he should get the Master's Degree after a year's study

MEHTA, K. C.

14 (ii) Pass and Honours courses should be of the same duration. The Honours course would mean specialisation in one subject followed by an M.A. Degree after a year's research, whereas the Pass degree will have to be followed up by an M.A. course of 2 years.

The number of subjects for Pass course should be three but in Honours course there should be one main and one subsidiary subject.

MENON C. S.

3 (a) (b) & (c) There are two types of lectures. The first helps a student to think for himself. Confining myself to the topic of teaching of literature I may remark that literature appeals to the mass mind. A lecture to a crowded class is often much more effective than the imparting of the information contained in the lecture to individual students in separate tutorial classes.

After the students have already tried their best to understand a topic, the questions put by the teacher generally reveal that all the students have encountered certain common difficulties. A lecture is then the most effective method to stimulate the students to think correctly

The second type of lecture merely provides a student with the answers to the questions that are likely to be asked by the examiner Such lectures are positively harmful.

MENON DR. T K. N

1 Very little of written work is done in the Colleges.

2. There is lack of team spirit in the Colleges.

3 Their hold on English is going down and so they are not able to grasp the subjects properly

MINISTRY OF WORKS MINES AND POWER—CENTRAL ELECTRICITY COMMISSION SIMLA.

6 (b) Vacations should be utilised by the Engineering College students to acquire workship training, experience in the field in Survey Construction or operation.

MINISTRY OF COMMUNICATION DIRECTOR GENERAL OF CIVIL AVIATION.

IV (c) All examinations in any professional subject like Com- theoretical examinations are not a fair criteria of fitness for a career These tests, while showing that the student has a good foundation of theoretical knowledge, must be supplemented by (a) reports from management under which they carry on their practical apprenticeship, and (b) memoranda written by the student on some aspect drawn from practical experience.

MINISTRY OF COMMUNICATION—POSTS AND TELEGRAPHS DEPARTMENT

7 (c) All examinations in any professional subject like Communication Engineering should be three-fold, viz. (a) theory (b) practical and (c) oral. Proper emphasis should be laid down on the two latter aspects of examination, and care should be taken to see that the students devote a greater part of their time to practical work. Emphasis should be laid on the post-University apprenticeship course in factories or large engineering organisation for at least one year

MISRA, A. B.

Able teachers, good libraries, intellectual freedom and leisure in an abundant measure are essential for the growth of a University life. This ideal has not been attained anywhere in India. There is no reason why we should not set this ideal before us and strive to attain it. The ideal is attainable within 50 years if we set our heart on it. But the beginning will have to be made right now

2. There is much to be desired by way of Departmental organization Headship of a Department often means a great deal of headache than any real pleasure, and it is a serious encroachment upon the time and attention of the Chief Professor

6. (b) & (c) There are too many holidays and festival days in the University In a Secular State, there is no need to have them.

MISRA, MADAN GOPAL.

Oral Evidence.

Our Intermediate results are quite good. 80 per cent. generally pass. As regards B.Sc. results last year the passes were 55 per cent. In the Mathematics branch it was 16 per cent. We get only third class students. Some of the students who fail are rich. It is due to lack of interest. Their interests are directed to other activities, like sports, photography etc. Most of the students who are reading in our college are rich. They do not take pains to study They are interested in holidays.

MOHINTHY G C.

1 I fully agree with the means suggested for increasing the efficiency in the matter of teaching besides what are given in (a) (b) (c) and (d) The attainment of this ideal would involve the appointment of more teachers and hence a greater financial aid to the different institutions for at present, the teachers are saddled with continuous work. They have no time to do research or to keep themselves informed of the latest developments in their particular branches of specialisation.

3. For some time this lecture type of imparting instruction has to be carried out. I feel strongly that there has been too much of spoon-feeding due to over teaching, there being no time left for the student to think for himself.

There has been more of theoretical instruction. Students are not taught to apply the theoretical principles learnt by them. Lessons for

tioning up the minds should be given. Practical work should be assigned to every student. On the basis of a student attaining some fixed standard, credit should be given.

There is scope for organising tutorial type of instruction on the lines of the system at Oxford and Chambridge. But the pattern that has to be adopted, should be decided by the Central Government and should be followed in different Universities under the supervision of the Central Government.

4 In order to bring about greater contact between the teacher and the taught, and in order to avoid spoon-feeding so as to train the students to think for themselves, I think the "Dalton method" of instruction is best suited to our conditions. Assignment of weekly lessons in different subjects, followed by necessary demonstrations and guidance by the professors will compel the students to search for the necessary matter and to put the matter so collected, in a co-ordinated manner

6 (b) & (c) The vacations may be utilised for convening a general social gathering of students from different Universities and thus create and develop the community feeling Arrangements of extra mural lectures by distinguished men may be made on these occasions.

Thus by listening to the reputed scholars from outside and inside India and by so coming into contact with them there would be direct influence of their personalities on the young men and unconsciously moulding of the conduct of the students will take place. Hence personality building may be achieved. In place of making these vacation classes as Lecture classes, I suggest that opportunities may be provided for the youngsters to mould and develop their inmate potentialities.

7 It is doubtless that in the University system a greater importance is given to examinations.

The usual method of conducting examinations once in a year and the arrangement of results thereby are not proper methods of evaluation of the merits of students.

In professional subjects, a greater emphasis should be laid on the practical work. Unless and until every student attains the required standard he should not be declared to be fit for any job This is necessary particularly in professions like Medicine Engineering, Agriculture Industry and Teaching.

8 Concrete steps should be taken to correct the element of chance involved in examinations.

(i) If Dalton System of Education is put into practice now there will be weekly record of the work done by the students in each subject.

(ii) The students who do well will be reaching the desired target earlier in each subject. Greater attention can be paid to the duller students.

(iii) There will be more of personal contact.

(iv) The students will be trained to think for themselves and act properly

(c) Provision for the psychological tests also may be instituted.

Hence, class work, intelligence tests and practical exercises may be taken as corrections to examinations.

14 (i) The reorganization of the Honours courses of study on a uniform all India basis should be effected. It should be made a three-year study after passing the Intermediate examination.

(ii) The pass course should be, as now for two years after passing the Intermediate examination.

(iii) The pass course should embrace three subjects.

(iv) There should not be half courses.

(v) Specialization is not beginning prematurily in India.

(vi) The courses for the Master's degree should be an extension of the pass-courses.

(vii) There should not be Honours courses in professional Faculties. Necessary training may be given in one degree. For in a professional degree, same amount of skill and knowledge are necessary for every one that enters the profession. Hence such a differentiatron should not be there.

15 (c) In order to achieve this uniformity the Central Government should formulate a uniform policy and uniform rules after consulting the Inter University Board and see that these rules regarding these topics are enforced by the different Universities, through the present University bodies.

The Central Body should act as a directive and Supervising body for implementing and unifying the varying courses of study and the percentages of marks both for a pass and for deciding the divisions and Ranks.

MUDALIAR, T SINGARAVELU.

The public have a very wrong notion that teachers are not devoting enough time in lecturing to their students. I do not support this notion.

NAG N C.

7 (b) Yes.

(i) Yes.

(ii) Only to a limited extent so as to avoid over-emphasis on a particular subject to the detriment of others necessary for a comprehensive knowledge.

(iii) Yes, further I should limit the choice of elective or optional subject according to the major subject offered by a candidate. It

would perhaps be of advantage to have regular written and oral tests and the results thereof should be taken into account for awarding a pass

(c) In all these subjects the examination supplemented by an oral test or viva should be enough, provided that the candidate undergoes a period of internship for at least 2 years in his own line. For administrative jobs in Public Service a special written or oral test may be called for

NAICKER, T R. KANNAPPAN.

6 (a) No For Physics students of the B Sc. class, Vectoral Mathematic must be taught. Experiments on Modern Physics must be provided in practical classes.

NAIDU P S

2. Heads of Departments are now overburdened with administrative work. If the Vice-Chancellor happens to be a person who has had no experience of University teaching the task of the Head becomes exceedingly difficult.

3 (d) The only way of reforming the "lecture" system short of abolishing it completely is as follows

The teacher should present a "lecture" list setting forth the topic of each lecture with references to chapters in text books the students should study these chapters before attending the lecture the teacher should assume a knowledge of the contents of the above mentioned chapters on the part of students, and proceed to give them in his lecture a critical exposition and evaluation of the contents from his own point of view

4 (a) At present there is no scope in our Universities for the Oxford or Cambridge type of tutorial system But it is possible to have an effective type of seminar teaching such as that which is being attempted at Allahabad or Lucknow

(b) Personal Contact between students and teachers is possible only when they live and board and play together This is manifestly impossible in the present state of affairs. So as a first step small seminar groups may be organised to bring teachers and students together in intimate personal relationship.

14 (vi) Ordinarily the course for the Master's Degree should be a continuation of and intensive specialisation in one o the subjects studied for the Bachelors Degree. But in the new set-up I am inclined to recommend a wide cultural course at the under-graduate stage and provision for specialisation at the post-graduate stage *without any restrictions* Here again I should like to recommend the application of psychological tests solely for th purpose of advising students as to their fitness for profiting by advanced and specialised studies in any particular subject.

15 Uniformity is needed in regard to the minimum pass marks and also the minimum needed for securing I or II Division. The following minima should be prescribed.

Pass—40 per cent.
II Divn.—50 per cent.
I Divn.—60 per cent.
Distinction—75 per cent.

NAIDU S. PARTHASARADHI.

5 (a) Hundred students.

(b) Four lectures for each subject.

(c) Fifteen boys for a group.

(d) Once a week—say on Saturday or Sunday

(e) Yes.

NARAYAN DR. A. L.

3 (d) The existing evils can be corrected by having (i) less of lecturing, (ii) by intensifying practical, written, and field-work by students, and (iii) by instituting tutorial system.

5. (a) 50.

(b) 3 lectures for an optional subject, and 6 for a subject of Humanities.

(c) 20

(d) Twice per week.

(e) Yes.

NAYAR, DR. A. S. MANNADI.

8 *The Profession of Medicine*.—Courses of practical work should be given more importance and more individual attention should be paid to teaching by provision of more teachers and better teachers than at present available. Only those that are anxious to take the profession of teaching in medicine should be selected (ii) the selection should be made in the junior strata i.e., Demonstartors in non-clinical subjects and House Surgeons and House Physicians in clinical subjects. There should be regular cadre with adequate remuneration of Demonstrators and House Surgeons and House Physicians, selected by a competent professional body of Selection Committee on definite principles. (iii) Assistants should be selected from this cadre of Demonstrators (non-clinical) and House Surgeons and House Physicians (clinical) and those who have acquired post-graduate degrees and special merit being given preference. (iv) Professors should be selected by advertisement in order to select the best persons available. But this does not handicap assistants of skill and post-graduate qualifications being selected. Selection by advertisement is recommended so that assistants do not automatically expect to be Professors by mere seniority without standing skill and merit.

8 (b) Class records properly attested at regular intervals may be given some credit but only a small credit.

(c) No.

(d) The University examinations should pay more attention to practical work. In some subjects practical work should have more marks. In important subjects like Physiology including Biochemistry Anatomy including Embroyology there should be two papers of three hours each to give more scope for covering the syallabus.

9 No

10 (a) Yes. There should be equal number of external and internal examiners. Paper setters should always be external examiners. This should be a rule to be observed not violated.

12. (i) Medical education may be Central subject or co-ordinated by a Central authority like Indian Medical Council.

NIHAL SINGH, GURMUKH

Oral Evidence

Even when admissions are made with the insistence of a high percentage of marks the results in the B.Sc. Pass are very bad. A University Committee went into the question. B.Sc. Pass students in the University are not receiving satisfactory attention. Greater attention is devoted to B.Sc. Honours, M.A. and M.Sc. than to Pass. I agree that it would be a better thing to have a Centralised laboratory But how to provide for so many students, and for Honours and M.Sc. etc.

PANDE, SHIVA DHAR.

8 (a) I do not admit the vagaries. I have never been able to revise my own marking except to the extent of ½ or one mark.

(b) Not at all The two differ in intensity and intention.

(c) Most unsafe.

(d) Yes. The examination should not test the capacity of cramming suddenly but the capacity of development in actual knowledge and thinking capacity after a period of two years. I am against annual examination and terminal tests. Class tests are informal and sufficient practice. The session should not be burdened by the bogey of the examination, but the student should have liberty for one year to follow the bent of his reading to the full to stock his mind as much as he desires.

PAPATLA, LT-COL.

1 (i) Yes.

(ii) Attainable under the existing system in India with some modifications

2. It has to some extent improved the quality of teaching work, though it has affected the teaching and research work of the Heads of Department. They should be given a assistant to relieve them of the routine administration a work

3 (a) Yes.

(b) Yes.

(c) No.

(d) There are practically no evils

(e) Yes.

4 (a) Only possible in Residential Universities.

(b) The students should be attached to the different teachers of the Department for more personal contacts.

5 (a) About 40—50.

(b) 3 lectures per week.

(c) 2 3 times a week.

(d) Yes.

6. (a) (i) Yes. (ii) No

(b) Yes.

(c) If (b) is carried out in an organised way that appears to be the best plan.

7 (a) No

(b) No.

(c) *Professions of medicine.*—Examinations as they are at present are not by themselves a test of fitness. I consider that one year's training in clinical subjects as House Surgeon should be made compulsory before medical Registration to practice is given to the passed candidates.

No knowledge of other subjects.

8. (a) The papers should be valued independently by another external examiner and if the difference in the marks given by the two examiners varies by more than 10 per cent., a third examiner should be referred to.

(b) Useful only in Science subjects.

(c) Not practicable.

9 No.

10. (a) As far as examinations in medical subjects are concerned, examiners should be only those who have been actually employed as Professors in colleges for at least 3-4 years and the present system of bringing in an external examiner should continue.

(b) Equal.

11 (a) No.

(b) Yes should be limited.

12. (a) No.

(b) (i) Yes & (ii) Yes.

13 3 years.

15 (a) Yes.

(b) Inter-University Board should call up periodical conferences of examiners from different Universities and lay down standards. Alternatively inspectors should be sent as "observers" periodically to different Universities.

(c) Yes—Please see answer to (b) above.

PAPWORTH, H. C.

1 As long as the main function of Indian Universities is the mass production of pass graduates, I am afraid that most of the questions asked under this head will have merely an academic interest. It is only when the majority of school pupils can be diverted from universities that "over teaching" and "spoon-feeding" can cease. It is only when the majority of under-graduates admitted into universities are really fit for a university education that the universities can dispense with the mass teaching of subjects, and allow every under-graduate to devote his full time to the study of the subjects of his own choice, and for which he has a liking and an aptitude Not until then will any genuine type of tutorial system or Seminar become possible. At present all that the majority of under-graduates try to do is to learn by heart as much as will secure a bare pass in the next examination, and the staff has no alternative but to help them in this objective.

9 I do not favour the recognition by universities of a category of non-collegiate students as far as the *first degree* course is concerned.

Attendance at college should be compulsory for a first degree, but not necessarily for subsequent degrees, except those of a professional character

10 (b) I consider that on all examining boards there should be a majority of external examiners.

12. (a) Unless a central authority regulates university standards, there will always be disparity in standards, e.g. some universities will make their standards easy by the compartmental system of passing and by being satisfied with low standards for first and second classes.

PARIJA, P

One thing I would like to suggest is that our examinations may be modified. Many of those who are now coming to the university are not quite fit for university education. Every student must have training in Logic, Civics and Elementary Mathematics. We may have one year devoted to these subjects for all students, Science and Arts. As a teacher of Science I used to teach Inductive Logic to my students. If we have one year devoted to these subjects before the students enter

the university it would be a good thing. We may have the University examination in these subjects if considered necessary

The examinations at present are concentrated at the end of the course in most universities. The student studies for two years and has to appear for all subjects at the end of two years. What is to be done is what they do in America and Rangoon, viz. they finish one branch or subject completely and examination is held in it at the end of the first year Examinations must be held at definite stages so that the student has a chance of assimilating these subjects. The class records also may have equal value in assessing the division of the students.

I think tutorial system is good. But the number at present in Calcutta or Patna or Utkal which is 16 in the tutorial classes for one teacher is not of much good That number should not be more than 8

At present in Patna and in Utkal a teacher has 21 periods work a week. That means he has very little time for reading and doing research work. Those who are interested in doing research must have only a maximum of 12 hours of work a week. In Madras they have 14 hours as the maximum Those who are engaged in research must have not more than 12 hours work a week. The Head of the institution must have some knowledge of what the teachers are doing.

PATNA, UNIVERSITY OF

1 (a) Yes.

(b) Yes.

(c) Yes. The teaching should not be confined to examination work only but effort should be made to rouse the interest of these students.

(d) (i) Yes

(ii) It has neither been attained nor is it attainable under the existing system.

(iii) The basic equipment with which an average Matriculate enters on his University career is inadequate—the classes are too big—the contact between the teacher and the taught is very formal—the teaching of profession being unremunerative fails to attract the best talents to it—the resources in personnel and equipment of most colleges are inadequate.

2. The improvement has been partial and the quality of teaching has improved but not to the extent expected because Heads of departments especially in Science have been burdened with too much of administrative work and supervision of unimportant details for which high academic qualifications are not necessary

For work of a general nature in each Department the expert knowledge of the academic Head is not essential, a supervisor or steward should be appointed and the Head of the department be relieved of routine work.

3 (a) Lectures should continue to be delivered and should be of a comprehensive nature but they should be fewer in number to allow more time for seminars and tutorials.

(b) No. It has not evoked response to the extent expected chiefly because of the lack of preparatory and supplementary reading by the students. The lectures are valued by the students only to the extent they serve examination purposes.

(c) Yes, it has led to certain amount of over teaching spoon feeding especially in the form of dictated notes, which the students generally learn by heart for their examinations.

(d) Lectures should be followed by intensive Seminar and tutorial work, and students should be encouraged to undertake a planned reading under their tutors guidance.

4 (a) (i) It is possible mostly in residential types of Universities, and to a smaller extent with adequate staff in affiliating type of University

(ii) The same answer as above.

(b) There should be fewer students per teacher—tutorial system should be developed—Universities should be of residential types—there should be greater association of the teachers and the taught in extra-curricular activities.

(c) No.

5 (a) A good deal would depend on the subject and its syllabus.

(b) A student should not have more than three lectures to attend each day

(c) Four to six.

(d) Once a week for each paper

(e) Yes.

6 (a) (i) Yes, more or less. (ii) No.

(b) Yes.

(c) Yes.

7 (a) Yes.

(b) (i) Keeping in view the time available for teaching a well balanced syllabus should be defined and the examination should conform to this syllabus.

(ii) No.

(iii) Yes.

(c) *Medicine*

Law.—He should have a proper grounding in the principles of law both substantive and procedural.

Teaching.—The intending teacher should know the subjects he would teach. He should learn the technique of teaching and should know the principles, practice and history of education.

Engineering

8. (a) Yes. In the higher stages the papers should be marked independently by two different examiners unknown to one another and the mean taken as the students actual mark.

(b) Class records are valuable guides if properly planned and maintained.

(c) Yes.

(d) *Viva-Voce* examination should be introduced.

9 This should not be allowed in Residential Universities but in Examining Universities such a concession may be allowed in restricted manner and should be refused in subjects for which practical work is prescribed.

10 (a) Already answered.

(b) In B.A. Hons. and M.A. examinations, the proportion should be 50 per cent., 50 per cent.

11 (a) Yes, in some cases

(b) No general rule can be laid down.

12. (a) No

(b) (i) Yes.

(ii) No—not with regard to nomenclature.

(c) Yes. Central co-ordination and not regulation

13 There should be a First Degree course of 3 years duration if 1(c) above, Section 3 above introduced. M.A. course of two years duration should be based on examination and dissertation

14. (i) Yes. 3 years Honours course.

(ii) 2 years Pass course.

(iii) 3 subjects of equal standard. There should be no grouping and no subject should be compulsory

(iv) No

(v) No.

(vi) No one should be allowed to take up M.A. course in a subject if he has not done it for the Honours.

(vii)

15 (a) Yes.

(b) It should be done by the Inter-University Board. In the higher stages there should be double system of marking.

(c) Yes, under the aegis of the Inter-University Board.

(d) This body should be established by Inter-University Board and should meet at least once a year to look into certain sample books to be submitted to it and to issue such instructions as may be necessary as a result of the scrutiny It is expected that there will be experts of each subject on this Central Body

PAVATE, D C.

Oral Evidence.

As regards the scheme of advancing the period of Secondary education by a year and then having a three year Degree course. I have had a discussion with my Minister and weare just waiting to see what the other provinces do about it. In this province we have carried out far too many reforms and we are coming in for criticism We do not want to rush in too many reforms.

Some of our Schools can easily be developed into Intermediate Colleges If pressure is brought to bear on us from the Centre, we will do that.

The Intermediate courses in India are really nothing but what is called the higher school in England.

Just now we have got very unwieldy classes. Boys at the age of 14 or 15 go to College and listen to lectures in a group of 150 or 200. Many of them are too young to follow the lectures.

PILLAI V NARAYANA.

Oral Evidence.

A plea for Small Classes

The classes are now very big and so there is little possibility to devote personal attention to the students. Each class sometimes has about 100 students. In English Malayalam and History classes, we have even a greater number than 100 Very little tutorial work is possible. And personal attention is also impossible. And this is also one of the reasons why the members of the staff are not able to exercise greater influence over their students. The relations between the teachers and the students are not intimate. The staff see their students only in the classroom They do not even know the names of all their students. Moreover you take attendance by numbers. If you are to call out the names of each student that will take away 15 to 20 minutes of the period. So the teacher does not even know half the students of his class. I would suggest that the number of students in a class should be reduced.

PRADHAN N C.

1 (i) Yes.

(ii) The ideal is attainable under the existing system if better working conditions are provided.

(iii) Does not arise.

2. The departmental organisation of teaching has not adversely affected the teaching, but it has affected research work of Heads of Departments, in as much as sufficient time is not made available for research.

3 (a) Yes, in the lower under-graduate classes

(b) Yes, except in the case of "unfit" or unmindful students.

(c) No.

(d) Does not arise.

(e) Yes, in the lower under-graduate classes.

4 (a) (i) No

(ii) Yes.

(b) Real personal contact is not possible except in residential Universities with large number of teachers.

(c)

5 (a) 100

(b) Four

(c) Twelve.

(d) Twice a week

(e) Yes.

6 (a) Yes.

(b) Yes, for post-graduate courses.

(c) Vacations can be planned to suit local conditions.

7 (a) Yes.

(b) Yes, the mode of examination might be varied for different subjects of study to test the proficiency of students. Prescribed examination requirements do not contribute towards a proper assessment of students proficiency The basic elements of knowledge in a particular subject and the full and proper understanding of one or more special features should be taken as a measure of proficiency

(c) As they exist to-day

8. (a) Yes. For Honours and Master's degree, the answer paper of each candidate should be examined by at least two examiners.

(b) In the post-graduate stage it will be possible to use tutorial progress records for the purpose of examination.

(c) No.

(d) A wider choice of questions should be given for the degree examination.

9 Yes.

10. (a) No.

(b) 1 to 3 at the degree stage and 3 to 1 at the post-graduate stage.

11 (a) No.

(b) Yes.

12. (a) No.

(b) Yes.

(c) Yes.

13 Four years after Matriculation.

14 (i) No.

(ii) Does not arise.

(iii) It may embrace three subjects Yes.

(iv) No.

(v) No.

(vi) The courses for the Masters Degree should mark a distinct advance on those for the Bachelor's degree

(vii) No.

15 (a) Yes.

(b) The various Universities should fix a standard by mutual agreement.

(c) Yes.

(d) The body should regulate the standards and recommend them for adoption by all Universities.

PRASAD DR. BISHESHWAR.

4 (b) Tutorials as far as possible should be held in hostels or colleges in a unitary university The number of tutorials should increase while lectures should be curtailed. That will bring the students in closer contact with the teachers.

5 (a) Not more than seventy-five.

(b) Two lectures should be adequate.

(c) Six to eight.

(d) Tutorial groups should meet at least once a week for each paper I would prefer three times a week for each subject.

12. (a) The standards considerably differ though the degree be the same and an equivalent standard may be expected.

(c) I have been in favour of central control over University education and will very much desire some sort of central regulation, but I fully realise the practical difficulties unless an earnest effort is made to bring the Universities on a uniform level of equipment.

13 I prefer three years after the Intermediate examination or the proposed Higher Secondary examination. Two years for B.A. degree are not adequate to equip a very young student who has acquired very little knowledge in his Intermediate.

15 (c) A Central Board may be formed. State control may even be necessary

PUTTAPPA, K. V

1 & 3 Broadly University education can be grouped under two types (a) Lecture type and (b) Seminar type where personal attention can be paid. Personal contact and guidance is physically impossible

in all colleges when the number of the students is rapidly increasing. Lecture type of education becomes inevitable in the case of majority of students. Personal guidance may be had in the case of limited number of students as in the case of Hons. courses. In fact, we may even think of a third type of University education called Radio Education where by means of Broadcasting Education Centres, lectures and discussions on the prescribed subjects, may be arranged This will greatly help the poor students who may earn their livelihood and at the same time attend to the broadcaster at fixed timings and conveniently sit for examinations.

QANUNGO K. R.

(d) (i) Yes.

(ii) The ideal is attainable even under the existing system But many teachers have neither ideas nor idealism they may find fault with any system however lenient.

2. Departmental organization of teaching has not in any way adversely affected the teaching and research work of the Heads of Departments, because in most of the universities the Heads have done more research work than other teachers.

3 The "lecture" type of teaching should continue for at least another ten years after which only India may be fit for the type of instruction on the lines of Oxford and Cambridge. Any relaxation of the old method may prove injurious at this stage.

5 (b) Two lectures per paper per subject.

(c) Tutorial groups of *eight* for under-graduates, and of four to six for post-graduate classes. Any class having less than two students need not form a group. The teacher-in-charge should guide them outside class hours.

(d) Tutorial groups should meet each teacher fortnightly for each paper

6. (a) No.

(b) No. Summer is too warm for work and teachers will be over worked.

8. (c) No

(d) The Decca University system of examinations devised by Sir Philip Hertog appears to be better than that of any other university It may be tried as an experiment in the Dominion of India.

10. (b) Ratio may be 50 50. A teacher who teaches a particular paper should not be the *only* paper-setter and examiner of that paper Such papers should be jointly set and independently marked by two examiners and an average be taken as the value of a script.

11 (a) Heads of Departments must not accept too many examinerships. At any rate pass papers should not be given to Professors. There are cases when Heads of Departments in the Dominion of India had pass scripts examined by senior students though nobody can prove such cases in a Law court.

RAHMAN F

2. Departmental organization can improve teaching if the Heads of Departments are given sufficient assistance for routine and administrative work.

3 (a) The lecture type of teaching should continue but there should be much less of it.

(b) It has not because it has not been properly organized.

(d) By introducing more tutorial and seminar work.

RAJAMANNAR, P V

1 I agree that the ideal described in clauses (a) (b) (c) and (d) is worthy But I do not consider that the ideal is attainable in the present conditions obtaining in India.

Except in the Honours Class it will be very difficult to organise a tutorial type of instruction.

Oral Evidence

The peculiar conditions of India make it difficult to adopt a tutorial system of instruction however much we may like it. Undoubtedly it is the best system But having regard to financial conditions it is not possible to adpot that system for a very long time to come.

RAMAMURTI A

(ii) The ideal is quite attainable if mass admissions and examination systems which are obtaining at present are abolished and more and better attention is paid to the quality of teaching in universities.

2. Teaching has not improved owing to the unwieldly strength in classes and the nature of courses which lack practical application to the problems of life It has adversely affected initiative and capacity for research work in Heads of Departments

8 (b) If honestly and regularly done class records are enough test without annual examinations again.

9 There is enough talent and merit outside the portals of Colleges which deserves to be exempted from production of attendance certificates for appearing for University examinations.

RAMANATHAN V

5 (a) 100

(b) The number of hours per week for each subject will depend on the total number of subjects included in curriculum their relative importance the syllabus to be covered etc. It is not desirable to fix any uniform standardisation.

RAMANUJAM, MANNAWALA.

1 (i) Yes.

(ii) The ideal is attainable provided there is a liberal system of grants-in-aid to the University The teacher-student proportion has to be greatly increased so as to ensure adequate personal guidance by teachers. Well-equipped libraries and laboratories are only possible, under the present conditions, by a very liberal system of grant-in-aid. The teachers would have sufficient leisure to guide and pursue research if there is an increase in the teaching staff in every Department of the University

2. Yes. By appointment of more teachers and giving adequate relief on the administrative side.

3. (a) Yes, accompanied by tutorial or seminar classes.

(b) Yes.

(c) It depends largely upon the teacher

(d) By recruiting the proper type of lecturers.

(e) Yes, in the present conditions of student life in the country

4 (a) (i) Very little.

(ii) Very little, except in Honours courses.

(b) and (c) Personal contact could only be obtained by increasing the present teacher-student ratio in many of the institutions of this country

Seminar classes and more tutorial work and better Hall system in Hostels.

5 (a) Intermediate 100--120 students for lecture classes.

The number would largely vary with the subject, topic, age group etc.

B.A. and B.Sc. 50

Honours. 10—15

(b) It depends upon the subjects and the time available and the course of study

(c) Intermediate 20.

B.A and B.Sc. 10.

Honours. 5—6.

(d) Not less than once.

(e) Yes.

6 (a) There is often more theoretical instruction and less of practical and field work by students.

(b) The climatic conditions of the country do not favour such organisation of summer courses.

(c) Yes, provided the parents would co-operate.

7 (a) Yes.

(b) The emphasis on examinations must be a necessary corrollary of the affiliating type of Universities we are having in this country The rigidity of the examination could be lessened only in the residential type of Universities.

8 (a) It is difficult to conceive of any concrete stop. The defects are inherent in the system of examination.

(b) It is possible only in the unitary type of University

(c) Our country has not developed so far

(d) No

The examinations ought to be conducted (i) by properly selected examiners, the selection being based on experience of teaching and scholarship in the subject, (ii) by a different system of setting question papers which aim not at testing the candidates ignorance of the subject, but at testing what they know the questions being based more often on the fundamentals than on the details for the lower grades of examinations.

9 Not in residential Universities and not in laboratory subjects.

10 (a) No not in this University

(b) It is better that there are more external than internal examiners, the proportion depending upon the subjects as well as upon the availability of external examiners.

11 (a) It so happens in many cases that an examiner for one University also accepts work from a number of other Universities with the result that very often he has to do two or three examinations for different Universities.

(b) It must be left to the moral responsibility of the examiners *not* to undertake such extra work.

12. (a) No

(b) It may be desirable, but not essential.

(c) No The Inter University Board or some such statutory academic body may take steps in this respect.

13 Four years after Matriculation

14 (i) Yes.

(ii) The matter has been taken up by the Inter-University Board and their decision is awaited.

(iii) Three or more subjects should be taken in the Pass course. There must be one or two compulsory subjects so that all students taking the Pass degree may have some common basic equipment.

(iv) That is being tried in the Madras University and has been found satisfactory

(v) Yes. It begins prematurely even in the School Final stage, the result being very poor mental equipment for higher studies.

(vi) The Inter University Board is the proper authority to look into this question. But in this University Honours degree can be obtained after a post-graduate course of two years or a course of three years after the Intermediate. Master's degree is awarded to an Honours student on payment of prescribed fees at the end of two years after passing the Honours the post-graduate Honours at the end of one year

15 (a) Yes.

(b) Uniformity of standards may be attained by the appointment of inter-Provincial examiners. Uniformity in classification of candidates is not easy to secure but may be attempted through the agency of the Inter University Board.

(c) & (d) No The Inter University Board is perhaps the proper body to look into it.

RAMASWAMI, E. K.

13 B.E. course should be of 4 years duration unless Intermediate Science is up-graded by increasing hours of work per week and the number of working days per year

RAMASWAMY PEDDADA.

Oral Evidence

There is a suggestion made for having one additional class added on to the Matriculation and for having the first degree, three years after the Matriculation. The complaint has been that the students who come to the Intermediate classes are ill-equipped and immature. They are really boys who require to be trained and coached and individually instructed and not to be lectured in a class of 150. The age limit also is very low Therefore if they have to be attended to properly it would be possible only in a High School where the strength of a class is not more than 50 You can reduce the burden of examination of having one examination less. The Matriculation Examination will be a year later and there will be no Intermediate Examination. That is the suggestion put forward which is being implemented in the Delhi University

This 3 years Degree course is a great advantage to Universities like Allahabad and Lucknow in that they will have one more class added. But the Universities which now have 4 years generally are reluctant to pass on to this system.

RANGACHARYA, ADYA.

IV

1—15 All the points mentioned are such as any reasonable man would agree with nevertheless, it is unfortunate that the ideal is not only not attained but does not even promise, to be attainable. The first reason for this is the quality of the teachers. A university teacher must necessarily be an experienced man At present, even a raw youth if he has just taken a good degree is qualified to be a professor The result is inevitable. The young teacher has nothing else to teach

except lecturing on the subject. That the Head of the Department should have less teaching work is exactly opposite of what it should have been. The younger teacher should have less and the senior more teaching work. The younger one should have sufficient leisure to carry on research and qualify himself. He should also be entrusted with tutorial work so that he gains experience. There should be weekly meetings or itineraries outside the regular time tables. Lecturing should be discouraged and preference should be given to discussion as that would enable the teacher to know what is really required by the students.

Once a month there should be test and at the end of the year the results of these tests should be taken into consideration. The stuednts should be examined at the end of the year by somebody else than the teacher and this test with the monthly reports should qualify or disqualify the student.

RANGAUJA, M VENKATA.

1 (i, ii & iii) I share the view that the students should be placed under the personal guidance of teachers of first rate ability and of recognised standing in their subjects etc. This ideal is attainable in India although little effort has so far been made to attain it. In order that it may be attained what is needed is a large increase in the teaching staff employed in the universities and in the colleges affiliated to it. This means more money The defect today is that universities go on starting new courses without making any attempt to improve in these various ways the courses on which they already embarked. The result is that every course is under-staffed and ill-equipped. Governments which make grants to Universities do not care to see if they should make grants to new Departments and courses when the old ones are inefficiently worked. In granting affiliations to colleges in new courses the universities also make the same mistake. They are also lax in enforcing the conditions of affiliation due to partisan, communal and other influences. At the time of elections to the office of Vice-Chancellor there is a large relaxation of these conditions as the votes of the principals of affiliated colleges can influence the result of the elections.

7 There is a good deal of truth in the criticism that teaching is unduly subordinated to examination. The examination sets the standard for what is taught in the class room and for what is studied by students. Little attention is paid to topics which have no value from the examination stand point.

This is the reason why dictation of notes is resorted to by teachers even in the Honours and post-graduate classes. Even in colleges which have a reputation for high standards of efficiency this system is in vogue. Without going through a single printed book several candidates are able to pass examinations including the Honours examinations.

The remedy is not to dispense with examinations but to reduce their importance as the sole test for assessing the achievement of students. This is best done by greater insistence on record of work done from day to day in the class room, seminars, discussion groups and library in essay writing etc. The defect with the present system is that no attention whatever is paid to this record especially in the case of Humanities.

14 Honours courses should be organised if at all their continuance is considered desirable on a uniform basis. The pass course may embrace not more than three subjects at present. But English may in future be made an optional One who takes the Bachelor's degree will after two year of further study be qualified to take the Master's degree.

Experience shows that Honours courses do not attract the right type of students. They were intended to be taken up by students far above the average. Somehow such students are becoming rarer The result is that teaching and work in Honours courses are being reduced to the pass course level Under these circumstances it is best that Honours Courses are dispensed with and provision made for a two year's post-graduate course leading to the Master's degree.

RAO, DR. M. V KRISHNA.

Oral Evidence.

I am in favour of the three year Degree course, especially from the point of view of Medical education. If one more year is added to the Matriculation and the standard is raised and the Intermediate is dispensed with, we could come into line with the arrangements that exist all over the world—viz 5 or 6 years Medical course after the Matriculation while possibly increasing the efficiency of the basic sciences.

RAO, P RAMCHANDRA.

1 (a), (b) (c) & (d) ii. The ideal is attainable if the Central Government tackles the problem, instead of leaving it to the Provincial Governments.

10. (a) The appointment of examiners should not be a patronage in the hands of appointing authorities. All the teaching staff of all the colleges should, by turn, be selected as examiners.

RAO DR. T RAMA.

Oral Evidence.

Examinations are very fair and reasonable test. Those who do well in examinations do well in life. Exceptions do not disprove the general rule. It is, however a fact that examination entails a great strain for the candidate. That could be relieved by holding examinations at sufficiently long intervals. If there is an interval of 10 days

most of our students will pass. If there is sufficient interval between Parts I and II on the one hand and group subjects on the other most of our boys will do well

It is suggested that class room record might be taken into account I am afraid it would be introducing a factor which is fraught with grave consequences. It would introduce a major suorce of corruption. Students would be tempted to adopt very dubious methods. They may even tempt teachers. That has happened in the case of S.S.L.C. Moderators. It is not a healthy suggestion and should not be accepted

RAO V C. VESAVA.

8 (a) Yes.

(b) Where there is a marked disparity between class marks and examination marks the calss marks must be made to help the student to some extent

12 (a) No

(b) Essential

(c) Careful co-ordination is necessary

RAO DR V K R V

It is not examinations and the degrees that follow it which should constitute the most important part of University education. It is teaching and research that makes university education, and neither of these are possible in the absence of well-equipped libraries and laboratories, and of staff adequate in both number and quality to ensure personal attention to students

While examinations cannot be avoided and have to continue as the criteria of academic merit, some room must be found for class work and attendance in deciding the award of the B.A. degree. There should be no routine teaching for M.A. classes, lectures must be more in the nature of specialised courses than of coaching for specific papers, and attendance should not be compulsory

Tutorial and seminar system of education should be encouraged both at the under graduate and at the post-graduate stages.

Holidays are a course of Indian Universities and Colleges. There should be a bold policy adopted of abolishing all holidays except Sundays and possibly Saturdays as well during term time. Whether there should be two terms or three is largely a matter of climate.

Provision should be made at the post-graduate stage for students to migrate freely from one University to another at any time during the year

Oral Evidence.

As regards the working of the three year Degree courses I would say that at the start there was a drop but later on there has been steady increase in the number of students taking Honours. The three year Honours course and the three year Pass course is an improvement on the previous situation. The result should be seen in the Honours course and not in the Pass course. The success of the three year course depends very largely on the efficiency of the Secondary education system.

I am not satisfied with the capacity of the University to give instruction even in the branches we have got. We have got all these optionals on papers.

Our Honours courses are designed differently from the Honours courses of other universities. The M.A. is a continuation of the B.A. Hons. Generally only B.A. Hons. graduates are eligible for admission to M.A. courses of study But there was a practical difficulty So we devised a scheme of having Previous examination for the Pass Graduates who are admitted to M.A. courses. In a few year the University will be in a position to make Honours the only qualification for entrance to M.A. course of study

I am not satisfied with the working of the Tutorial system. But I do not see how without interfering with the autonomy of the colleges the university could do it effectively

The colleges do not interpret the term Tutorial in the way it is generally done. It is not a system of coaching up for examinations, but something which stimulates the student and often the teacher gets himself stimulated.

RAY GIRIJA SHANKAR.

IV 3 (a) Where we have to consider a class with 100 to 150 students, lecture type is inevitable.

(e) Certainly not.

5 (a) I should consider a class of 80 students quite too big for any lecture.

(b) four lectures per week per subject.

(c) Minimum eight, maximum twelve.

(d) At least twice.

(e) No students should be attracted, not compelled.

7 (a) Examinations are necessary but not to debar students from higher courses of study altogether but to test their capacity for some specialised courses. At present examination dominates teaching because colleges are judged by results and failures involve wasted lives.

(b) Yes.

I would suppose that the examinations should remain as minimum tests as also a test of possibilities. Thus teaching must be for prescribed examination requirements but also to develop possibilities. A

formal examination is necessary but a question paper must be in two parts—one part *dealing with the* prescribed course but the other part of a general nature testing intelligence and comprehension. Only a student who does well in the 2nd part would be entitled to facilities for higher study

8 If the step advocated above be followed I think the proper corrective would be there. Class records and psychological tests are often unreliable and of a very fluctuating standard.

RAY J N

IV 4 If the higher teaching is concentrated in the University then a system of tutorial type of instruction can be easily instituted. This was tried by the Punjab University where it worked fairly successfully The Honours School Final Examination took into account the work done by a student in the tutorial classes. It was not compulsory for the Board of Examiners to assign a percentage of marks to a student on his examination paper The Examiners after taking all factors into account assessed the value of the particular candidate. This should be the ideal aimed at but unless very high standard of integrity prevails among the teachers, this system is liable to be abused.

5 (c) A tutorial group should have not more than 6 students. The group should itself decide how many times it should meet in a week. There should be no element of compulsion.

7 (c) So far as career in industry is concerned, the fitness of a candidate does not necessarily depend on his performance in the examination. There should be a system of apprenticeship in a recognised factory and his performance in the factory should be the criterion for granting him his degree based on the result of his examination. The present day system of assigning a student to a factory and depending on his being able to produce a report from the Management is absolutely unsatisfactory A student receiving training in a factory should be under the supervision of a teacher specially appointed by the University It is the teacher who should certify the student's progress in the factory and not the Management.

(v) Specialisation in India does not begin more prematurely than elsewhere.

RAMANATHAN, K. R.

9 Non-collegiate students also should be encouraged to appear for University examinations. A man working in a chemical factory may have a very good knowledge of Chemistry and there should be no objection to his getting a degree if he can stand the test.

12. (a) It is essential that there should be uniformity in nomenclature of degrees in different Indian Universities. It may be difficult to uniformise make the standard of attainment, uniform but attempts should be made to secure this also.

SADHU LAXMINARAYAN.

3 (c) Yes.

(d) by Socratic method.

(e) No.

4 (b) Students should be encouraged to visit teachers in their houses.

5 (c) 15 to 20.

(d) At least twice. Thrice will be better

(e) No.

6. (a) (i) Sufficient theoratical instruction no doubt.

(ii) But not practical written or field work.

(b) Yes.

(c) Practical Adult teaching in villages along with Summer Schools there.

7 (a) Yes.

(b) Yes.

(ii) Yes.

8. (a) *Viva Voce* Examination along with written answer papers.

(d) Anybody wishing to appear in any examination in M.A. should be allowed to sit, even though he may not be a graduate.

11 (a) Yes.

(b) Yes.

13 After Matriculation, three years course.

14 (iii) Three, Grouping. No compulsory subject except literature.

SARKAR, N K.

1 (iii) The ideal cannot be attained for the following reasons —

(a) The classes are too big to allow any personal contact between the teachers and students.

(b) The teachers seldom meet the students outside the class-rooms, except on occasions like annual social gathering, or Annual College Sports or occasional Union Debates. But then the contact is only superficial and formal.

(c) Our libraries and laboratories are not what they ought to be as we have not adequate funds to keep them well equipped and up to date.

The best scholars do not gravitate towards teaching as a profession because they are gravely under-paid in our colleges and universities. Many of them seek job under the Government in different departments.

(d) The teachers do heavy lecture-work at college—often 23 or 24 periods per week and are compelled to undertake private tuition work, morning and evening to earn an extra penny to keep their heads above water They have very little leisure to do research-work. In my College, some Professors inspite of adverse circumstances are pur suing independent investigations in their own subjects but Himalayan barriers stand in their way

(e) Deterioration in discipline among students is further widening the gulf between the teachers and the students and making the ideal still more unrealisable.

3 (d) The evils may be corrected by introduction of intensive tutorial work with very small batches under expert tutors who should guide students in their research-work. But such tutorial system would be highly expensive the University should have the right to intervene and set matters right.

4 (b) Lecture-type of teaching should be supplemented by intensive tutorial work with very small batches working under tutor of first rate ability This will ensure personal contact between the teachers and the students. But a large number of teachers will have to be appointed involving enormous expenditure which the State should be prepared to meet as, to quote the Sergent Report "Higher education in the cheap is the falsest of false economies"

5 (a) 150

(b) 5 or 6

(c) not more than 7

(e) Yes attendance must be compulsory In the present atmosphere of indiscipline among the students and the explosive times through which we are passing, compulsory attendance will enable us to exercise some academic control over the students.

6. (b) Yes.

(c) Yes.

7 (b) iii. This is desirable.

I would make the following suggestions —

(a) The mechanical rigidity of the present system of making answer-books should be relaxed

(b) As the relative merits of candidates can hardly be tested by a single examination at the end of two years and as accident and chance play too prominent a part in deciding a candidates fate, *viva voce* examination should be held along with the written examination to test the candidate's general fitness, mental alterness and intelligence. If it is not practicable to hold an oral test for all candidates because their number is too large, a *viva voce* test should be held by two examiners, at each centre, one internal, the other external to decide the border-line

cases. A *viva voce* test would give the student a collateral security against chance lapses due to illness or nervousness as well as against the idiosyncrasies of examiners.

(c) Increasing reliance should be placed on a candidate's tutorial record at college as well as his results in college examinations specially in deciding cases of examinees who fail by a few marks. I am however not in favour of giving grace-marks just to help a border-boy over the stile.

(d) Questions should be so framed as to discourage cramming. Teaching is degenerating into mere coaching, education is being subordinated to examination. Students are seeking short-cuts to success by entirely relying on bazar cribs and keys. Examinations should be a test of intelligence and genuine capacity and not of memorisation pure and simple.

(e) An examiner should test how much a candidate knows rather than how much he does not know

SAIYUDDIN, K. G

Oral Evidence.

IV I am in favour of the Delhi Scheme to be applied in the Bombay University i.e. adding one year to the High School and a three year Degree course. In any kind of major change the difficulties have to be faced. In fact we have 11 years up to Matriculation. I would do away with the Intermediate two years and give the boy three years of solid work without any external examinations. What happens now is he takes the first year to get acclamatised. The second year he has to get ready for the examination. In the B.A. again the first year is a light year The second year he puts in a great deal of examination reading.

I am unable to visualise a method which would entirely do away with the examinations, but in some cases we can minimise the examinations to some extent. For example, at Aligarh we tried in the Training College, to keep a regular record of the work done by the student in the various extra-curricular activities in the writing of tutorial essays, etc. This record was taken into account at the time of the final examination. Some such thing can be done.

SALAMAT ULLAH.

4 (b) and (c) In order to ensure personal contact between students and teachers, the usual teaching load should be reduced so as to provide ample time for individual and group conferences and discussions among students and teachers.

6. (b) University plant and premises can be put to better use during summer vacations by arranging summer courses, provided due credit is given to these courses.

7 (b) An attempt should be made to reduce the rigidity of the examination system.

For this, examinations should be modified so as to meet the needs of different subjects of study and of different groups of students in the following ways —

(i) Aims of particular courses should be laid down specifically

(ii) Instructors of courses should be given maximum freedom in planning their courses in accordance with the specified aims.

(iii) Assessment of a student s success in a particular course, made by the instructor concerned should be given due weight in the total evaluation of the efficiency achieved by the student.

(c) Results of Final examinations should by no means be regarded as the sole criterion of success. On the other hand, due weight should be given to the entire work done by a student in connection with a course during the period of study in the assessment of his final success.

8 I think, it is necessary to take the following steps to correct the admitted vagaries of examinations in the assessment of performance —

(1) Type of questions should be changed so that they may lead to more or less an objective evaluation. This does not necessarily mean that all the questions must be of the objective type, which can be answered with short and definite answers. Even the essay type questions can be framed so that their answers are pointed and specific rather than vague and general.

Questions of the objective type should form a part of examination so that a broader sampling of material is made possible in less time with the added advantage of accurate assessment.

Here I may note that the term psychological tests used in the questionnaire is, to my mind, not a happy one. For technically this term denotes the tests used to measure only the psychological aspects of personality such as the intelligence or mental tests, interests and aptitude questionnaires, personality inventories etc. I think what is actually meant by this term in the questionnaire is achievement tests of the objective type.

The above proposal will have yet another advantage. The time and energy spent over scoring of answer books will be considerably shortened.

(2) Class records should also be used for examination purposes. The instructor of a course can keep the record more objectively if he also uses the same techniques of evaluation as outlined above.

In determining the relative values of class records and annual examination, greater importance should be given to the former than the latter

(3) In assigning various divisions to the marks secured by ex aminees normal distribution curve should be used rather than the fixed percentages as is the practice at present. This will minimize the unreasonable fluctuations in the results of examinations from year to year and from paper to paper and probably from university to unviersity

15. (c) I do not think it necessary to establish a Central Body entrusted with the functions of reviewing the standards of examination and endeavouring to maintain uniformity This aim can be achieved with reasonable success by adopting a procedure like the one suggested in 8 above.

SASTRI K. A. NILAKANTA.

1 (d) (i) Yes (ii) Not under the existing system. Most Colleges have too few teachers and they are overworked.

8. (a) Yes independent double valuations and moderation of wide discrepancies with a *viva-voce* examination.

(b) Some marks, say 20 per cent. of the total marks, may be based on class records (tutorial, tests, terminal examination etc.)

(d) There should be ample provision for scripts being revalued. At present we are overstressing the finality and secrecy of valuations.

14 (1) (ii) I think there is much to be said for the Madras scheme of Honours courses being made universal and worked as it was meant to be worked by its organisers, according to which it is not working at present. Standard of admission to the course must be higher and instruction and training different from those of the Pass classes.

(iii) Three subjects are optionals some guidance to grouping is essential.

(vi) I have a partiality for the Madras method in this regard—2 years study after Pass degree, and more lapse of one year after Honours degree.

SASTRI, T R. VENKATARAMA.

8 I agree that steps should be taken to correct the vagaries of examiners. Two independent examiners are not possible in every case, and even two are not always a guarantee of the correctness of the result. If the examinee challenges the verdict of the examiner there may be provision for revaluation.

Progress during the year and the class examination may be allowed to moderate the result of the examination.

12. (c) Some measure of Central regulation or co-ordination is desirable to secure uniformity in regard of standards of attainments in the universities of India.

SASTRI V A. RAMASWAMI.

3 (d) (1) By limiting the number of students in a class.

(2) By dropping the method of dictating ready made notes.

(3) By giving the students just enough guidance to understand the subject and make them do further work for themselves.

8 (a) The class records may be given equal importance with the examination records and the average of these two may be considered in giving a pass.

9 Yes.

10. (b) 4 1 subject to a minimum one external examiner

11 (a) Yes.

(b) Yes.

12. (a) No.

(b) Essential.

(c) Yes.

13 Three years.

14 (I) Yes.

15 (a) Yes,

(b) Periodical inspection of the progress of every University by a Central Committee appointed for the purpose and enforcement of this decision.

(c) Yes.

SATYANARAYANA R.

The present Intermediate is utterly useless it is not complete as a course it does not equip students with enough knowledge to study the professional courses with facility and ease this is shown by the fact that many students fail in their first year of Engineering and Medical courses. On the other hand the present B.Sc. and B.A. is too specialized and superfluous for anybody who does not require the knowledge of that particular subject in later life. For instance, if a Mathematics B A., takes up Law of what use is all the Mathematics to him in his profession ?

SEN DR. SACHIN.

1 Teaching is not satisfactory in our colleges for the following reasons —

(a) There are lecturers who have interests in other avocations or professions. College teaching is taken by many as one of the many avenues for the increase of one's income From any personal knowledge I can say that many persons maintain relations with colleges, because they get an opportunity for appointment as examiners, for better privileges as authors of note books and for wider markets as private tutors. Full-time bonafide, honest, teachers, devoted to teaching and learning are very few This is unfortunate but all this is true.

Naturally the situation shouts aloud for the creation of full-time, bonafide, honest teachers.

(b) In many colleges teachers are over worked. They are asked to give lectures both in day and in the evening classes, Lecture work thus becomes mechanical. The creative side is lost.

2. The departmental organisation is, I think helpful for improved teaching work. The departmental head should see that lecturers do not only teach but also read. It means that the research work put forth by the lecturer should be considered as the chief merit to his promotion

3 The lecture work is necessary but it must be supplemented by tutorial work. The forms and contents of lectures must be changed.

It is true that there is over lecturing but not over teaching.

The attendance at lectures must be compulsory

6 The University vacations and holidays are not planned, at all. There should be long vacations after every term. Two long vacations in a year may be given. But in our country there are frequent holidays which interrupt college work. Holidays should be planned and between the two long vacations, there should not be unnecessary holidays.

7 It is true that the existing University system is unduly subordinated to examination.

Examinations are often a farce. First, it is often decided by the authorities that a specified percentage of students must pass. Accordingly results are manipulated. Secondly indifferent examination methods by particular examiners are not controlled.

SEN T

5 (a) About 60

(b) It depends on the subject.

(c) About 10

(d) Once a week.

(e) Yes not only should the performance of students in the tutorial classes be marked, but, at the end of the session, the total marks in any tutorial class should be at least some prescribed minimum to enable the student to sit for the examination.

8. (b) Class records should be used to ascertain the eligibility to sit for examinations.

(d) Written examinations should be supplemented by oral tests.

15 (b) The different Universities should meet together and settle it.

(d) The Body will function by meeting, discussing, visiting and inspecting various centres of duty

SEN GUPTA, M.

1 (iii) Poor selection of teaching personnel lack of finance to afford necessary facilities and defective administrative structure of academic bodies.

2. Curtailing of excessive routine work and creating necessary environment.

3 (a) Yes together with sufficient tutorial work.

(b) Not much.

(c) Yes.

(d) Introducing more tutorial work—number of teachers must be increased.

(e) At the initial stage but at higher stage attendance at lectures need not be compulsory

4 (a) Increased number of proper teachers will be essential and no teacher should be loaded with more than 150 student hours per week, i.e. for a thirty hours week, a teacher will be responsible for five students, and with 15 hours a week a teacher will be responsible for 10 students.

(ii) Same as (i)

(b) Introduction of 4(i) & (ii)

(c) In technological subjects sessional (workshop laboratory and design and drawing) work need much more supervision and guidance than at present possible due to very small number of teachers.

SETH B. L.

1 (i) Yes.

(ii) That ideal is attained to a fair extent but there is much room for improvement.

2. The departmental organization has effected better control over teaching and research work in the Departments.

4. (b) Adoption of tutorial groups system.

(c) Revision of syllabuses.

5 (a) 40 students per class or section.

(b) Four lectures per week for each subject, but this will vary with the length of the course prescribed.

(c) Not more than fifteen.

(d) Twice a week.

8 (a) The examiners should be provided with detailed instructions regarding the award of marks.

(b) Class records should be fully utilized and more emphasis should be laid which is not done at present.

12. (c) Yes. Central regulation or co-ordination is necessary

13 Three years after Higher Secondary Education wherever existing, and 2 years after Intermediate.

14 (i) The Honours Courses should be reorganised on a uniform All-India basis.

(ii) The Honours courses should extend to 3 years with uniform grouping of subjects.

(iii) Subjects to be selected by the students out of a list of subjects. No compulsory subject. No grouping of subjects. A student should be free to choose what he considers best for his future training and career

15 (a) Yes. Questions in the papers should be clearly set and the answers marked according to fixed system and standard.

(d) Detailed instructions regarding the award of marks be issued to examiners for portions or parts.

(c) Yes. A scheme of deductions of marks should also be worked out for each subject. This will ensure uniformity as far as possible.

SHAH, N. M.

Oral Evidence.

Our (Bombay University) B.Sc. courses in Mathematics are fairly high. They are certainly higher than many Universities even in Upper India, like Punjab and Allahabad, but then, some Universities have no M.A., or M.Sc. where the courses in B.A. and B.Sc. are higher than our courses.

SHARMA, MR.

Oral Evidence.

I believe that the written test which has been the bane of India and the bane of the world should not be given so much emphasis as it has been given. So far as the University is concerned, the test

should be of 4 kinds. The written test should carry 50 per cent. of marks. There should be some kind of intelligence test. I have seen that certain Universities have this kind of intelligence test or general knowledge test. This should carry about 20 per cent. of the marks. It won t be a farce if we put heart into it. There should also be a personality-test. This should carry some percentage of marks. About 15 or 20 per cent. should be set apart for class records. Something should be done to bridge the gulf between the class room and the examination hall.

SHARMA, TULSINARAYAM.

1 We share the view under the sub clauses (a) (b) (c) and (d) but they are not attainable under the existing system in India. Finance has been the main stumbling block to progress in this matter poor remuneration universally prevalent in India fails to attract "teachers of first rate ability and of recognised standing in their subjects." Unmanagable number of students makes personal guidance of teachers, access to libraries and laboratories impossible. Too much over worked *as the teachers are, they cannot* "*guide and pursue independent investigations in their own subjects.*"

The remedy lies in keeping out unfit students by means of suitable Entrance Examinations, decreasing the number of students, appointing larger number of competent teachers at decent remunerations, and last, but first in importance, increasing the financial resources of universities in colleges.

3 The present lecture type of teaching has led to spoon feeding only and has failed to evoke a corresponding resources from the student. The evils can be corrected by introducing the following system —

Attendance at lectures which will be of a very general nature need *not be compulsory But students must attend tutorial classes*, the number of which will be quite large in every session. More emphasis should be laid on tutorial classes that will raise the standard of teaching and increase the personal contact between the teachers and the taught.

6 (b) Special summer courses can be arranged by Universities and which may also be attended by students of other universities.

7 (b) The rigidity of the examination system cannot be satisfactorily eliminated from the under-graduate classes. But at the post-graduate stage it can be done, in order to give the students and the teachers sufficient freedom. Qualification for the post-graduate degree should have reference to the tutorial work done by the students the record of which will have to be maintained

8 (c) The *Viva Voce* system may be introduced in the post-graduate examination.

SIDDALLINGAIYA, DR. M.

Personal guidance, Access to libraries and laboratories and Freedom in teaching and in study should be made possible to a much greater extent.

Oral Evidence.

IV The present system of examination is merely a chance question. Boys except some questions and have essays prepared and vomit the same in the examination. If the prepared essay does not appear he will fail. The work turned out in the class room is not at all taken into consideration.

SINGHI, NARENDRA SINGH.

3 & 4 More emphasis should be laid on Tutorial Type of instruction and the Seminar Type. Mere lecturing to large and unweildy classes defeats the very purpose of University education in many important aspect. The tutorial type of instruction would also improve the relation between teachers and students by direct personal contact and intimacy

6. (b) Some system should be devised for the better utilisation of tutorial classes of the vacations than at present, for extended field-work, laboratory work etc.

SRI RAM.

1 (i) Yes.

(ii) & (iii) The honour and prestige once attached to the teaching profession has vanished. The teacher will not regain his rightful position as a respected member of the community until he is provided with an income adequate for maintaining a decent standard of living. There must be some sort of provision for the education and future of the teacher's children. Security for old age is also essential. The teaching profession should be made conscious that they are doing very responsible work for the community and they are honoured for it (like the *Gurus* of old)

3 (c) Yes.

4 (b) Residential Colleges where the staff and students could meet each other freely The teachers might even, as a matter of duty be asked to have, say half-a-dozen students stay with them.

5 (c) Yes.

6. (a) No.

(c) Yes.

7 (a) Yes.

(b) Yes. (i) Yes (ii) Yes.

(c) Along with the ordinary theoretical examination in the final year there should be a test for practical knowledge by persons who are not connected with teaching. At present most teaching in the technical colleges is purely academic in nature and there is only nominal practical teaching.

8 (b) Only to a small extent.

(c) Extremely desirable but in the present conditions in India, it must be very difficult in practice.

(d) Confidential reports might be called for by the Chancellors of the Universities from the Federal and Provincial Public Service Commissions regarding the educational standards in different subjects in the various Universities. These reports, based as they will be on their impression of the candidates from all the Universities will be very valuable in assessing the actual standards obtaining in different Universities. Standardisation and improvement will then be very easy

SRINIVASACHARI, P N

Oral Evidence.

My own feeling is that it is easy to dispense with the examination system, but it is very difficult to find a substitute. May of the evils of examination may be minimised by more efficient control over examiners and a judicious selection of examiners who are free from every kind of bias.

Four years course at least in the affiliating colleges may be retained because I do feel that four years are absolutely necessary for a University course. I was a teacher in the High School classes myself. I feel that the Intermediate is really an intermediate stage between the High School and college classes, and one year may not be enough for that. Two years in the Intermediate and two years in the B.A. may to a very large extent bring the student to the level of the college course.

SRINIVASACHARI, C. S.

Oral Evidence

If the higher corporate spirit should be developed, the Intermediate classes should be kept separately and B.A. and B.A. Honours and M.A. concentrated in the University so that the students would be able to benefit by the course.

SRIVASTAVA, DR. P L.

Oral Evidence

IV It would be far better if these tutorial classes are taken in hostels and colleges. They can look after their studies better than we are able to do in the university when we meet them just once a week.

The contact is not of such frequent kind which we should expect between teachers and students in a hostel Let these teachers be associated with the students in a hostel as tutors and each hostel should have a fairly big tutorial board to assist its students and the university should content itself only with formal lectures.

STEWARD COLLEGE, CUTTACK, PRINCIPAL AND SECRETARY OF

1 (iii) Low standard of entrance, teachers and equipment. Lack of elasticity in the teaching method.

3 (d) More tutorials, increasing number of teachers and demand of personal contact between teachers and students.

(e) Attendance of students at lectures and tutorials should be compulsory

4. (a) (i) and (ii) Reduction in number of lectures and increase in number of teachers would facilitate both.

(b) Extra-curricular activities and games shared by staff and students

5 (a) 60.

(b) 3

(c) 12.

(d) 4 times.

6 (c) Yes. Longer vacations and shorter and fewer old holiday

8 (a) More attention should be paid to scientific organisation of examinations and more care exercised in setting questions.

(b) Only if integrity of teachers is undoubted.

(c) Not at University stage.

(d) More care to prevent leakages.

More question requiring application of principles rather than mere re-production of book work

13 4 years.

14 (ii) More general and less detailed knowledge required.

(iii) 3 subjects.

15 (b) All-India committee of experts.

SUBRAHMANYAM, M. V

9 (a) I don't think that subordinating teaching to examination is all wrong. What is the harm in giving sufficient information to the candidates to answer well in examination ? I am only anxious that the method of giving information should be by the lecture system and by the use of standard text books and library books and not by note dictation.

SUR, DR. P N

Oral Evidence

The 3 years Honours course is equal to the M.Sc. course of North Indian Universities. I do not think, I have got only a very small class. They are all Second Class Honours students. The purpose of the M.Sc. teaching should be to initiate some method of thinking for themselves and I find that they have not attained that stage. I have asked some of my colleauges. They do not think that the three year B.Sc. Honours is of the same standard as the M.Sc.

I do not want to set the students on research immediately after B.Sc. Honour

There is some training needed. Considering the present day advances in science subjects, I think the stage is too early B.Sc. Hons. students in Physics are not acquainted with the elements of Statistical economics or Relativity etc. which is taught in the M.Sc. class elsewhere.

SUR, R. K.

Oral Evidence

The examination marks require to be improved. Psychological tests that have been framed so far are not good enough for higher classes like B.A. and M.A. There is no psychological test that would differentiate intelligence of adults. The best psychological tests are good enough for the children between 11 and 13 I know something about psychological tests in American education but I cannot say how they work. There are several other factors intelligence test cannot do it. We can just say that it is just possible for this man to do this, nothing more. After all is said and done that remains only upto a probable state and then we can't examine a man piecemeal.

I have been in one or two of the selection committees of the Public Service Commission. Frankly speaking, I am not impressed with the way in which these interviews take place. It is very difficult to suggest something in place of that. The method of conducting *viva voce* is still under investigation and then if we interview and plan there will be some improvement. For instance regarding personality marks, people differ in their opinion. They sometimes go by their appearance, dress and even by the height of the candidate. These are not things that should count in personality The examination of personality is a more complex problem. If we give good examination papers there is no need of these personality marks.

Public services are of various kinds. One cannot form a conclusive opinion as to what are required if *viva voce* examinations are conducted properly I still believe there is no need of *viva voce* examination

From a practical point of view probably possessing a degree would not matter very much. The university is not merely an examining body There is a certain stamp of culture. For instance, I had a resolution passed by *some of the* people here that this training examination should be allowed to be taken privately by candidates. I thought that it is not possible, for there is much in the candidates remaining in the institution and learning things *there than if he learns* thing outside.

SYED DR. M. HAFIZ.

8 (a) & (b) The only concrete steps that could be taken to correct the admitted vagaries of examinations in the assessment or performance, specially in the higher branches of University education, is a careful preservation of class records for examination purposes. A formal examination may also be supplemented by this record.

(c) A *psychological test may also* be used as corrective to examination, but this, at present, is not feasible in this country as a number of psychologists, qualified to do this work, are not available.

11 (a) & (b) Yes, I do think that some of the examiners, appointed by the Universities, have too much work on their heads. Therefore, I am inclined to think that the amount of examination work, *which* a teacher may undertake should be limited by rule.

TAGORE, RATINDRANATH.

Oral Evidence.

We have about 128 students for the Calcutta University course. We want to re-organise it according to our old ideas. We can bring one year of the Intermediate into the School and have an Honours School of 3 years. We have prepared syllabuses on that line. It may be adopted in case we get the Character Our idea is to raise our *present High School* by *a* year and make it equivalent to the Intermediate, and we will have 2 years Pass Courses for certain subjects and have the Honours course for 3 years.

We propose *to* do *it* in *Sanskrit* studies Indian history Economics, with special reference to Indian Economics Philosophy and Modern Indian languages. We will have a Degree course specialising in some of the Arts subjects. In the *Intermediate we will have* courses A and B one for the Arts side and the other Science side.

Our new Matriculation will be of a sufficiently high standard to qualify *for admission to Medical* and Engineering courses. That is our intention. Our students are even now going to Medical and Engineering courses. We want to re-organise according to modern lines.

We are having Science for the Matriculation class. In the graduate stage we do not want to specialise in Science but only in

Humanities. In that course they must have a little of science also. They are having sufficient grounding in the Matriculation course for Medical and Engineering courses.

After they take the Honours course of 3 years we want to give them the Master's Degree by research for one year and further specialisation for the Doctorate in subjects like Sanskrit Hindu, Chinese, Buddhist studies etc. This will be Post-Graduate Department for specialised work.

TEACHERS ASSOCIATION WORKING COMMITTEE OF ALLAHABAD.

2. There has been definite improvement in the quality of teaching. It has not adversely affected the teaching or research work of Heads of Departments.

THADANI, N V

2. The Departmental organization of teaching in the Delhi University refers largely to the Faculty of Science and Law and post graduate work in the Faculty of Arts is done under the auspices of the University With the exception of Economics and History all the Heads of Departments are College teachers.

So far as I am aware, the Departmental organization of teaching in the Faculty of Science has not improved the quality of teaching work. In the Faculty of Law there is only one Department. The Heads of Departments of the Faculty of Arts, who are College teachers, could not be adversely affected by teaching organization of the University It is only in the Department of Economics that the Head, who is also the Dean of the Faculty of Arts, has to do a certain amount of administrative work. I would suggest that where the Head of a Department is a Professor and is to do research work, he should be assisted by a Deputy

4. (a) (i) It do not think the strength of the teaching staff is adequate for the purpose.

(ii) The seminar type can be more effective.

(b) & (c) I would suggest fewer lectures and more tutorials and seminars. I would also suggest that there should be more social contact between students and teachers and teachers should remain in the College or the University for a minimum specified time. A certain number should also live on the premises.

7 (a) Yes.

(b) Yes.

I do not approve of many formal University examinations, and would be satisfied with only one at the end of the Degree Course. It will be useful to define the scope of teaching, and teachers should be given the utmost freedom in regard to lectures.

8. (a) Yes. The examiners should be appointed from different Universities. This would also correct a number of "vagaries of examinations" in regard to assessment of students work.

(b) It should be possible to use class records for examination purposes in the same manner as Laboratory note-books. Care should, however be taken that the class work is really individual work done under proper supervision.

UNIVERSITY COLLEGE, WALTAIR, PRINCIPAL AND DEPARTMENTAL HEADS OF

1 (ii) The ideal has not been attained so far but there is no reason why under altered circumstances the ideal should not be more nearly attainable than now

(iii) The standard has little prospect of attainment on a large scale at present, for the following reasons

(a) the teachers are few in number in proportion to the number of students, they are not adequately paid and they are overworked or overwork themselves in subsidiary employments like writing cribs or giving private tuition

(b) the rigidity of the examination system and

(c) ill-equipped libraries and laboratories, largely on account of slender finance.

2. Departmental organization, in so far as it means healthy decentralisation, has improved the quality of teaching. After all, the proper unit in a University is not the College, but the Department or Faculty Incidentally departmental organization has thrown a heavy burden of routine administrative work on the Heads, especially of the bigger Science Departments. This work must necessarily cause a strain which may prove detrimental in the long run to the Heads of Departments. This could be remedied, partly by minimising the operations of red tape, and partly by the appointment of assistants who would relieve the Heads of the bigger Departments of much of their routine work.

3 (a) It is true that our students are over-taught and under read yet there is no practicable alternative to the continuance of the "Lecture" type of teaching. But lectures should be supplemented by other means of teaching or guidance.

(d) (ii) The student should be encouraged to read on his own, and to think for himself. This would enable the teacher to decrease the number of his lectures and to improve their quality

(e) Lectures covering the prescribed course should be compulsory In addition to these lectures, a certain number of general lectures may be given under the auspices of each Faculty Attendance at these should be optional, but these lectures may be thrown open to all the members of the University

4 (a) (i) In the Intermediate and Pass courses, owing to the impact of numbers there is at present no scope for a tutorial type of instruction. But such a system can and must be organized at least for the benefit of the senior Honours classes.

(ii) A seminar type of instruction can yield good results only when the students have sufficient background knowledge to participate in the discussions. Hence, such a system may be introduced for the benefit of the senior Honours classes.

(b) Personal contact between students and teachers may be promoted through the following agencies —

Tutorials Union debates discussions in the sectional societies sports and games co-operative stores educational excursions.

5 (a) The optimum number is ordinarily fixed at 150 but in the interests of efficiency the number should be brought down to 100, and even lower with reference to Mathematics and other Science subjects. A class of 150 is a mob and the teacher has to be a Police Sergeant rather than an expounder of his subject.

6. (a) (i) There is sufficient, but not satisfactory theoretical instruction.

(ii) Practical written and field work by students is neither sufficient nor satisfactory

(b) Should the summer and other terminal vacations be concurrent in all Universities in India—at any rate in each group of contiguous Universities—it would be possible to utilize vacations for such special courses.

(c) The three terms should be roughly of equal duration. With this end and (b) above in view vacations and holidays may be reorganized.

7 (a) Yes, at present the examination exercises a sinister influence over the entire University life.

(b) To ease situation, the courses suggested in (i) and (iii)—as they supplement one another—may be jointly tried while (ii) may perhaps be tried with reference to the highest examinations, by making provision for a large number of optional courses.

8 (a) They only practicable means are (i) the association of 'external examiners and (ii) the institution of a *viva voce* examination.

(b) To a limited extent, and especially with reference to the higher examinations, class or laboratory records may be taken into account.

9 Certain classes of people—say teachers, Government employees, ladies, members of linguistic minorities, etc.—may be permitted to appear as "private" candidate in non-Science subjects for the Matriculation Intermediate and B.A. Degree examinations.

10. (a) The present practice in most South Indian Universities seems to be to have one Board of Paper-setters (consisting of external examiners) and a separate Board of Examiners (largely consisting of internal examiners) The association of external examiners in the conduct of examinations is a salutary check on the possible vagaries of internal examiners on the other hand, there is also a case for the inclusion of at least one internal examiner in the Boards of Paper-setters so that the question set may not go beyond the syllabus.

(b) (i) In Boards of paper-setters, all except one (as above indicated) may be external examiners, the internal examiner being normally the Chairman of the Board of studies in the subject, as he will be able to interpret the scope of the course authoritatively

(ii) In Boards of Examiners, at the Honours and Post-graduate level, the ratio should be fifty fifty for the "Pass" degree and lower examinations, the Boards may consist almost exclusively of internal examiners.

11 (b) Not more than 250 papers should be given to an individual examiner in one examination season.

12. (c) Central co-ordination, rather than regulation or legislation, is to be recommended.

13 The Degree course now covers 4 years (including the 2 years of the Intermediate course) while the Honours course extends to five years in all. The Sargent Report recommended the sharing of the two years of the Intermediate course between the school and Degree courses. But this is not feasible in view of the progressive Government control over the curricula and administration of Secondary education. The Intermediate course is the safety valve for ensuring proper standards at the higher reaches.

14 (b) (i) The courses should be reorganized on a uniform basis. In less than 3 years the standard of mastery and specialization in a subject necessary for a Honours school cannot be achieved.

(ii) The Pass courses may continue to be of 2 years duration. The Pass course should aim at breadth the Honours course at depth.

(iii) As a matter of fact, for the Pass course, already 2 languages (English and one other) are compulsory in addition the Pass students may take 2 more allied optional subjects (e.g. Pure & Applied Mathematics History and Politics Sanskrit and Telugu French and German etc.)

(iv) An indiscriminate increase in the number of subjects may reduce the curriculum to an intellectual slum.

15 (a) Yes.

(b) Consultation at the Vice-Chancellor level leading to an agreed procedure in classifying candidates.

(c) The Powers of the Inter University Board could be suitably increased to bring about the desired result.

(d) Since the autonomy of the Universities is a priceless thing, a blessing to be carefully guarded the decisions of the Inter University Board should be recommendatory not mandatory

VAKIL, RAMAN N

13 Three years. At present a student takes 4 years (in most of the Universities) after passing his Matriculation or School Leaving Examination. Most of the students from the rural areas have to go to large towns or cities to attend a University course.. If the College course is reduced by one year—which can be done without lowering the standard—it will be a great relief to middle class and poor parents.

The present University courses are not well planned. If the standard of the School Leaving Examination is raised by increasing the duration of the school course by one year and if the present courses *of studies in the College classes are properly co-ordinated,* students can achieve more in three years than what they are doing today in four years.

WADIA, A. R.

3 (d) By supplementing it by Tutorial system.

4 (b) By introducing the Tutorial system.

5 (a) 40.

(b) Five in general. Eight for mathematics.

(c) Six.

(d) Once.

7 (c) For University teachers no special examination is considered necessary University degree in Law is sufficient to enter the legal profession, but before the person actually starts practice, he should undergo training for at least six months under some senior lawyer

8. (a) The system needs improvement.

(b) By allotting a certain p.c. of marks for class work in marginal cases.

10. (a) Yes. Examiners should change by rotation. The term of an examiner should be normally three years.

(b) The ratio between external and internal examiners should be 25 75

12. (b) (i) Desirable.

13 Three years.

14 (iii) Three subjects for B.A. with grouping of subjects. For B.Sc. two subjects and not three as at present in the Agra University

15 (b) Instructions be issued by the Inter-University Board.

(c) The work may be undertaken by the Inter University Board.

WADIA, P A.

Professors in the Government Colleges are well paid on the whole but due to security of tenure a number of them take life easy and do not come up to the mark eve nof good teachers. As regards Private Colleges there has been systematic policy of exploiting the younger talents. A first class M.A. in Economics whom I sent on to a Missionary College was offered Rs. 75 per month as a lecturer Another first class graduate who was sent by me to a Private College when he was interviewed was offered Rs. 100 per month. When the actual appointment was made the Principal of the College pleaded that their finances did not permit them to give him more than Rs. 75 Recently a lady graduate from Cambridge had been working in a Private College in Bombay on Rs. 100 per month. Some of these Private Colleges which are run by life members of Indian Societies pay their full professors Rs. 140 per month but make up for these meagre emoluments by getting them examinerships, and contriving to get them elected to the Senate of the University with opportunities for attending University meetings which in many cases bring them a little supplementary income. The result of getting these poorly paid professors elected to the Senate and to other Bodies like the Faculties has been that all elections to internal University Bodies are determined by promises of examinerships or other opportunities for supplementing meagre income. The entire tone and efficiency of the University suffers in this indirect manner on account of the presence of low paid professors and heads of schools.

Oral Evidence.

Even when the examinations were conducted by the University there were cases of malpractices. In the Matriculation, there was at one time such a great scandal that the University appointed a Committee to go into the question of certain examiners who were suspected

to have indulged in malpractices. They were found guilty and disqualified from being examiners. What happens in such cases is that when the next elections take place six months later the graduates return the very men whom Government have dismissed from service as members of the Senate. There was an instance of a disqualified fellow being appointed as the Principal of a College. When I wrote to the Syndicate about this the letter was merely recorded. He is still the Principal of that College.

WEST BENGAL COLLEGE & UNIVERSITY TEACHERS ASSOCIATION.

4 (a) Little.

(b) & (c) Intensive tutorial work. Regional Universities with proper residential arrangements and quick transport.

5 (a) 75

(b) Depends on the nature of the subject.

(c) 10

(d) Groups should be *shifted according to need* of the subject from term to term.

(e) Compulsory in tutorial classes Record of work should be kept.

6. (c) We advocate three working terms on a more rational basis —

Jan.—April

July—Sep./15

Nov Dec.

No holidays in between

Each term of three months or 12 weeks.

7 (c) Apart from research stage in professional studies, the Universities should be relieved of work in these branches which should be managed by separate faculties.

8 (a) Vagaries in some form will always remain —*change* in the personnel in controlling and examining bodies with larger powers to the Board of Examiners may improve the situation.

(d) The situation will improve if the institutions are made independent of fee income.

10. (b) No hard and fast rule For Hons and higher examinations external examiner is necessary

(b) (i) Yes.

(c) Co-ordination is desirable.

13 Three years.

14 (i) Not possible.

(ii) Three years for both.

YODH, DR. B. B.

8. (b) Class records must be relied on far more than at present A three monthly record submitted through the Head of the Depart ment to the University throughout the course will be extremely valuable. This should apply to all technical and professional subjects. It may apply to Fine arts and Music as well.

8. (c) Psychological tests cannot be utilized for many years to come in India. We have to train the personnel.

RAMASWAMY P ANDHRA.

5 (a, b) The optimum number for a lecture in the under-graduate classes would seem to be 100, and about 4 or 5 lectures per week ought to suffice.

(c) The proper number for a tutorial class is about 20 and the groups should meet twice a week, and attendance should be made compulsory

12. (a) No uniformity

7 (a) In the existing University system of study teaching is unduly subordinated to examination.

(b) The rigidity of the examination system will have to go and the teacher must be given the maximum amount of freedom and the examinations should be adjusted to the courses given by individual teachers. The teacher in fact, should have the freedom to dispense with the test by a formal examination. If the contact of the teacher has been sufficiently intimate with the student, a formal examination might, in some cases, be dispensed with, the teacher's considered judgment being enough to entitle the student to the Certificate.

10. (a) The present practice in relation to Examiners and paper setters, is not satisfactory Among the paper setters, the internal and external examiners might be about equal while those who value them should all be internal examiners.

WOMEN'S CHRISTIAN COLLEGE, MADRAS.

7 (b) The present attitude of slavery to the rigid demands of a public examination ought to be corrected. One of the ways in which this may be attempted is by modifying the technique of examining so as to lessen the importance of memory work.

E. G In History some of the question papers may be so designed that the candidates capacity for using facts would be tested, where facts are given, or their ability to prepare answers form text books would be tested by allowing them the use of text books during examination. There can be other papers for testing memory

WADIA, P A.

Oral Evidence

Even when the examinations were conducted by the University there were cases of malpractices. In the Matriculation there was at one time such a great scandal that the University appointed a Committee to go into the question of certain examiners who were suspected to have indulged in malpractices. They were found guilty and disqualified from being examiners. What happens in such cases is that when the next elections take place six months later the graduates return the very men whom Government have dismissed from service as members of the Senate. There was an instance of a disqualified fellow being appointed as the Principal of a College. When I wrote to the Syndicate about this the letter was merely recorded. He is still the Principal of that College.

QUESTION V

ACHARYA, A.

3 (a) I consider that combinations of all kinds of subjects should be permitted.

(b) Yes, there should be some main subjects and some subsidiary subjects.

4 (a) Some basic teachings of Ethics or Philosophy and of the elements of Sciences should be made compulsory in the undergraduate course.

5 (a) In the Utkal University so far there were none. Recently French and German have been incorporated.

(b) It will be better if a separate department is established in each university so that students can learn according to their choice.

15 There is no adequate provision for advanced study of Indian Philosophy Indian History and Culture and Indian literature and languages in many universities.

16. The subject Fine Arts should find place in the university and all Art schools etc. should come under the university The critical studies in ancient Fine Arts are regular features of many universities and so also that of modern Fine Arts will give better scope to many

ACHARYA, C. M.

1 No.

3 (a) No only certain groups with allied subjects should be allowed.

(b) Yes.

4 (a) Yes.

5 (a) English as a foreign language has been provided in all Universities some have arranged teaching of French and Germany and others are about to do it, for instance, the Utkal University has made provisions recently

(b) Yes, a separate Department for teaching foreign languages other than English should be made. English is already there in the courses of study from under-graduate studies.

6. (a) & (b) No.

7 (a) There is now a tendency amongst students to go in more for Science courses, because they get more facilities by way of fellowship or scholarship to go abroad for higher study For Arts subjects facilities are comparatively less.

(b) It is not a healthy development.

(c) The remedy is to award equal number of scholarships and facilities for Arts and to provide high general knowledge in Science for the B.A. students.

AHMED DR. M. G ZUBAID.

3 I am in favour of the combination of all kinds of subjects.

5 (b) I am in favour of the establishment of different Departments for the study of foreign languages, which may be divided into three groups —

1 Western languages.

2. Languages of East Asia such as Chinese Japanese etc. and Languages of West Asia, such as Arabic Turkish, Persian, and Pushtu, etc. There should be a separate Department for each group.

AIYER, T K. DURAISWAMI

12. I do not know if education in technological institutions is liberal enough to make them worthy of University status at present.

16 I should like the Universities to take the Fine Arts under their wings so that their study might be invested with sufficient prestige.

AIYAR, V R. S.

14 (a) In the Agra University there are 12 affiliated Colleges which teach upto the LL.B Standard These Colleges give instruction in other Faculties also such as Arts Science and Commerce. None of them however teaches up to the LL.M Standard this academic year It may be desirable to encourage one or two Colleges to have regular classes for the LL.M by giving the necessary special grants.

AKSHAIBAR LAL

1 Existing schemes of study in places where there are 3 compulsory subjects is satisfactory Liberalisation of education may be attained by addition of " extra-mural instruction and extra-curricular activities "

3 (a) Only certain groups should be allowed.

4 (b) Special lectures pertaining to nationalism, patriotism international and world consciousness should be included under extra-mural lectures.

5 (b) Separate Departments of foreign language should be opened in every University It may be manned by exchange of Professors from foreign countries in addition to the permanent staff

14 (b) Physics, Mathematics, Chemistry Biology Geography History Economics, Commerce, Politics Sociology Psychology Ethics Physiology and Hygiene Philosophy Literature and Agriculture should be included in the curriculum of all the educational institutions.

15 (a) (i) Yes.

(ii) Yes.

(iii) Yes.

16. (a) Fine Arts should find a place in the Universities.

(b) Separate institutions may be established at various places.

AMRIT KAUR, HON'BLE RAJKUMARI.

5 (b) Every university should have facilities for study of foreign languages and in foreign languages I would include study by the North ern Indian of the South Indian languages and *vice versa.*

6. (a) *Even in this age of Sciences, I am in favour of a high place* being given to the teaching of Humanities in our universities and I agree *that a sound* balance between the Humanities and the Sciences should be maintained.

15 (a) No. Such study and research should be encouraged.

17 (a) I should like to see Nursing and Home Economics being provided for in Indian universities.

ANANTAKRISHNAN DR. S. V

5 I think it is desirable to make it compulsory to have the basic teaching of *Indian Philosophy* and of the *Elements of Science* to ensure a sound attitude to life.

14 It will be desirable to concentrate work in Applied Sciences at select University centres but if teaching in Colleges is not to stagnate and become notes dictation, research in Pure Sciences should be in all colleges.

ANDHRA MEDICAL COLLEGE, PRINCIPAL.

Oral Evidence

I feel that there should be a better teaching of Humanities for the students so that they may be able to have a higher standard of *general* education.

General education is a very vital thing for a future medical aspirant. It is my personal opinion.

ANNAMALAI UNIVERSITY TEACHERS UNION.

1 No We would suggest that elements of Science should be taught to Arts students and Humanities to Science students in the University entrance course. The students should be taught the elements of Fine Arts also Even professional courses like Engineering, Medicine, etc., should include a course in Humanities as in America.

ASAF ALI HIS EXCELLENCY

In respect to the course of study I would favour the organisation of a course of study similar to the Oxford Modern Greats. Under the existing scheme of study a satisfactory liberal education is not imparted to the under-graduate.

3 The combination of all kinds of subjects permitted today is entirely haphazard and ineffectual. I am definitely of the opinion that it is not merely desirable but essential that some basic teaching of ethics

and of the elements of science should be made compulsory to ensure a sound outlook on life. The fostering of a wider consciousness of international fellowship without weakening one's love for one's own country and a clear conception of the rights and obligations of citizenship will depend on the course of studies prescribed, and very much more than that it will depend on the outlook of the teachers themselves who can cultivate the right spirit and the right attitude among the alumni even without prescribing a certain course of study In my opinion the study of civics should be made compulsory for every student before coming to the University He should have a clear notion of what the basic needs of every human being are and how the entire structure of civilisation rises on these fundamental needs and how they carry with them certain rights and definite obligations.

5 Very few Universities cater for students desiring the study of foreign languages, excepting English, Persian and Arabic. The wider contacts which an independent country is bound to develop demand that facilities should be provided for studying various other foreign languages for different purposes, *i.e* commerce diplomatic service and higher studies in special subjects such as sciences, engineering, etc. and even fine arts which may be studied with great benefit in other countries such as France Germany etc.

6. My answer to both (a) and (b) is in the negative. Humanities, while over-emphasised in certain Universities as against the Sciences, do not seem to produce the results aimed at, and vice versa. A balanced adjustment between both is essential for rounding off corners.

8 I am inclined to answer this question in the negative and I would suggest the pursuit of scientific and technological subjects almost from the primary classes by graduated degrees, to rouse the practical instinct and the power of observation in the students. Practical and field work is what is required most in India. In so far as theoretical training is concerned, it is plentiful and yet so superficial that by the time the students have left their schools or colleges they do not retain even a superficial acquaintance with the subjects over which they were required to pore during their educational career

9 In my opinion selected Universities should provide for approved courses of instruction and applied courses of technology (including such Departments as Engineering, Agriculture and Commercial Science). When I say selected Universities I mean only Universities which have special facilities of exploiting the actual resources of the region where they are situated. They should specialise in subjects which have a practical bearing on the development of the area concerned. For instance, Universities situated in maritime Provinces have special facilities for studying marine biology and allied subjects. The Utkal University can easily cover botany zoology minerology geology marine biology forestry agriculture, chemistry and physics. The engineering and technological branches in a Province like Orissa would naturally cover a very wide field of practical training for the building up of the Province and exploiting the resources which have lain fallow for ages.

10. Of course, the Universities should provide facilities for research in these branches of knowledge.

11 *Higher technological training, however* should be imparted in specialised institutions.

12. It would not be a bad thing if the existing technological institutions were brought under the control of existing Universities, until they are strong enough to stand entirely on their own feet and can exist with a higher status, when they should be independent of the Universities.

14. (a) (b) and (c) In my opinion scientific and technological branches of knowledge should be distributed between the Mayurbhanj Sambalpur Cuttack, Khallikote (Berhampur) and Parlakimedi colleges. For instance, geology minerology forestry botany and allied technological training should be concentrated in the Mayurbhanj and Sambalpur colleges. For engineering (all branches) Sambalpur would be the best location. In Cuttack physics, chemistry biology and medicine should be concentrated for specialisation. The Khallikote College at Berhampur not being too far from the sea, may be earmarked for marine biology, and finally the Parlakimedi College should specialise agriculture. By distributing special subjects between different institutions it will be possible to equip them with the best type of laboratory and field work. If all the subjects are duplicated in different institutions, their equipment in respect of these subjects may not be of the requisite order for want of funds.

15 (a) (i) (ii) (iii) and (b) I regret to say that I have heard of no particular Indian University where adequate provision for the advanced study and research in respect of Indian philosophy Indian history and culture and Indian literatures and languages (classical and modern) may be found. At one time the Ravenshaw College had the advantage of an outstanding personality in Sir Jadunath Sircar whose contribution to the study of Indian history is well known One must also mention Dr Radhakrishnan, famous in the academic world whose connection with the Calcutta and the Banaras Universities must have stimulated the study of Indian philosophy Apparently so far no rationalised co-ordination of the work done in Universities in regard to these subjects appears to have been evolved. If I am not mistaken it would be difficult to introduce the desired co-ordination into the various Universities by legislation or some similar method. Most probably the presence of certain outstanding personalities in different Universities will continue to define the stress of the various institutions on these subjects. But if the different Universities in consultation between themselves can evolve a method of co-ordinating the work *to be done* by them, they may provide the necessary bias by attracting teachers of outstanding merit to their institutions. Further it may be possible for such teachers of *outstanding merit to agree among themselves* to divide the field of their study and research in a complementary manner

16 and 17 As regards the fine arts it appears that painting, plastics (sculpture) music, and dancing are the only subjects for which either separate Universities or institutions can be established. I doubt whether poetry should be segregated in this manner nor am I quite certain whether poetry (including prosody) can be separated from general literature, classical or modern. Regarding the first mentioned fine arts, in my opinion, there should be separate institutions for the study of northern, eastern and southern schools of music in three different centres. Delhi and Lucknow will be the best places for the northern classical music and kathakali dancing, and Calcutta for the eastern music and the Manipuri and modernised dancing. I would hesitate to mention a suitable place for the southern music and kathakali dancing, but perhaps one or two suitable places may be fixed upon in the Madras Province The Western (Indian) music and dancing, which are to be found in the Bombay Province now are only a variation of the northern classical music and dancing, but Bombay would be the most suitable place for the cultivation of this variety of music and dancing. Regarding painting, Calcutta and Bombay and possibly Agra or Lucknow should be suitable locations representing the various schools of painting northern, eastern and western, which comprehend all varieties of the Indian art of painting. As for sculpture, apparently the best facilities are to be found in Bombay and possibly also Calcutta. I would not rule out architecture which demands, in the present state of its degeneration in India, an intensified and comprehensive study India has every reason to be proud of its past achievements for various types of architecture and yet the craze for a kind of haphazard selection of thoroughly degenerate types of the so-called modern architecture borrowed from the west seems to have dried up the roots of the indigenous inspiration.

I would very strongly urge the establishment of a separate institution for the study of the science and art of architecture which should restore to India her due heritage suitably adapted to modern conditions. The fine arts of a country (in which I include also architecture) spell the soul of the people. Their neglect means an unpardonable degeneracy Where such an institution should be located it is difficult to determine, but in my opinion for the revival of the Indo-Saracenic type of architecture Delhi would be the most suitable place and for the restoration of the southern and eastern architecture (in which I include the special type of Orissan architecture) some other place will have to be selected which I cannot name for want of certainty in my own mind.

ASRANI U A.

1 to 4 No. But the remedy lies not in widening the basis of university studies. It lies in providing liberal education at the Secondary stage all basic education in Ethics, Civics, General Science, etc., should come there. Social Service in various forms should be so woven into all extra-curricular activities as well as in the perspective behind

academic studies that love of the country and a correct sense of human values should be imbibed from the activities and the atmosphere automatically

7 (b) Sessional work in tutorial or seminar classes should be given greater weight than now For entrance to public services, testimonials giving extra-curricular work should be insisted on so as to encourage personality building along proper lines. However examinations have their own value as the best standardising tests we can have, and they should not in my opinion be entirely discarded. On the other hand, I think in the present demoralisation in our country any watering down of the examination system should be done with caution. There should be a strict watch over every university that the powers given to the teaching staff for giving credit for sessional work or for extra-curricular activities are not being misused. Government agencies should assess the extra-curricular activities done by each university and public service examination and oral tests should be utilised to adjudge the claims of different universities regarding the quality of their teaching and tutorial work.

ATREYA, B. L.

2. Philosophy Politics and Economics and General Science should be studied by all under-graduates.

3 (a) Combination of all kinds of subjects.

(b) By including writings on these topics in the courses.

5 (a) Very little and unsatisfactory

(b) Yes there should be a separate and fully manned Department of Foreign Languages.

7 (a) Too much emphasis on Science and Industry and exclusion of Arts subjects from the Faculties of Science and Technology

(d) Subjects coming under Humanities should be introduced as subsidiary subjects in Science and Technology Colleges.

AYYAR, ALLADI KRISHNASWAMY

6 While stress has to be laid on Scientific courses and scientific advancement, if India is to keep pace with the rest of the civilised world the claims of Humanities and Sanskrit cannot be ignored in the curricula. As in the case of basic sciences, much less money would have to be expended upon these subjects than in the case of modern knowledge involving large apparatus initial cost and equipment. Without Humanities, Science cannot be expected to achieve the desirable end of imparting a wider outlook on the inter-relation between individuals and nations which is the prime need of the world of today In the realm of philosophy and higher religion, I still believe that India has a mission to fulfil. The teachings of the Upanishads and of the Githa have a perennial value. I can only refer to the writings and sayings of the modern philosopher of India, the Chairman of the

Commission, in support of the statement. It is a pity that while the importance of Sanskrit is recognised in America Russia and Germany there is a tendency in this part of India to ignore the claims of Sanskrit.

AYYAR, K. BALASUBRAMANIA.

15 (a) (i) There is no adequate provision for the advanced study and research in Philosophy in the Madras University A very good department with professors qualified in ancient Indian and modern Philosophy and with ample facilities for research in the available Indian literature on Philosophy and for the editing and publication and translation of all Indian classical works in Philosophy should be established. Block grants should be made by the Government of the Provinces and by the Central Government for this purpose

15 (a) (iii) In Madras there are nearly 35 Oriental Colleges imparting instruction in subjects of oriental learning in Sanskrit, Tamil, Arabic and Persian. The University has been instituted the Oriental Titles Examinations for the students undergoing courses of study in these Colleges. These Colleges are suffering from want of adequate funds and of sufficient grants from the Government. This distinction will have to be removed. The status and position of these Colleges should be made equal with those of the Arts Colleges affiliated to the Universities.

Oral Evidence

There are 33 Oriental Colleges They deal mainly with four important languages *viz.* Sanskrit, Tamil, Arabic and Persian. There are various subjects of oriental learning in these languages. These subjects represent the achievements of Ancient India so far as Philosophy and Religion are concerned. Unfortunately that learning has no marketable value Therefore in these colleges, free boarding and lodging are provided to the students and no fees is collected. The students are recruited from poor classes, because they cannot afford to study in Arts or Professional Colleges. Endowments are given by patrons of learning who are interested in the promotion of these languages. These colleges do not come up to the standard of affiliated colleges. Therefore they are not affiliated to the university They are called approved colleges. They are the means of preserving the ancient traditions of our country They conduct courses and hold examinations for Oriental Titles like Vidwan Siromani etc., and B.O.L. Degree. Only 2 or 3 out of the 33 colleges are approved for B.O.L. course. Each college will have 30 to 40 students and 7 or 8 teachers.

The University has done very little to improve these colleges. The Government give grants but they are inadequate. They must give more grants. Besides their giving a grant, they should give a block grant to the university as that is the best body to recognize these colleges and give grants.

Different subjects are taught in different colleges. Besides the endowments mostly come from Heads of religious maths, and they want these colleges to be attached to their maths.

BAHUGUNA, S. D

3 (a) All combinations should be allowed.

4 (b) By encouraging reading of foreign literature, travel within the country and outside and organising social service.

7 (a) The purpose for which they were taken is not served *i.e.*, getting service.

(c) The courses should be made interesting and useful and should be able to give good education. Those with the degrees will be considered hardly received sound education.

BALAKRISHNAIYA, JUSTICE N

2. I am in favour of Oxford type of Modern Greats giving a balanced education to candidates. But I want this balance to be effected between Humanities and Sciences also.

BANERJI, N V

15 (a) No the craze for scientific studies and early specialization at the pre-University stage are mainly responsible for the neglect of the study of these subjects. So far as Indian Philosophy is concerned the work in this field has so far been confined to the study of, and the writing of the history of or commentories upon, the philosophies that have been. Hardly any attempt has been made to evolve new philosophies in continuation of the Indian philosophical tradition to suit modern cultural conditions. This should, in my opinion, be borne in mind in encouraging the study of Indian Philosophy Professor S. Radhakrishnan's work in the field of Indian philosophy should be taken into special consideration for deciding upon the lines on which Indian philosophy should be taught in the Indian Universities.

BASU A. N

4 (b) Mainly through student organisations, and extra-academic and extra-curricular activities of various types including social services. There should be definite provision for the study of world organisations in the Orientation Course.

(c) World mindedness may also be developed through the exchange of students and teachers and social inter-course between different groups.

BHANDARKAR, S. S.

4 (b) Every University student at one stage or another should have to do Indian History and Culture, Civics and World History He should also be made to take a course in the work and objects of the U.N This should give him the necessary back-ground to correct his nationalism.

5 (b) Yes. In free India the study of foreign languages such as English, French, German and Russian will naturally assume great importance. The study of these languages therefore should be specially encouraged. It would be profitable to invite foreign scholars to our universities. They will naturally attract the better type of students. Scholarships and fellowships should also be instituted so that the more proficient students could visit the country of the language in which they specialise.

7 (a) The notion that a Science or Commerce degree fetches a better job

(c) The Arts courses could be made more interesting e.g., by bringing certain subjects such as literature courses more upto date, introducing suitable subject groupings, emphasizing the practical aspect of Social Sciences, etc.

11 Higher technological training need not be segregated.

14 (a) Textile Engineering, Chemistry and Agriculture at Ahmedabad.

Medicine, Engineering, Chemical Technology Politics, Economics and foreign languages at Bombay

History Sanskrit & Allied languages, Philology Philosophy and Mathematics at Poona.

(b) Languages (Regional, Federal Sanskrit and English) and Politics, Economics, Mathematics and Science.

(c) There is ample room in this respect, but details must be worked out.

15 (b) Such institutions should be recognised for research and other advanced work.

17 (a) Russian, Greek and Sematics should be introduced.

(b) They should be introduced as optional subjects in relevant groups.

BHAYSAM, K.

16 It may be developed on the traditional lines and may be left to take care of itself. Therefore the question of Music as a course of study by the University may be dropped. Of course it may be made a subject of study for women students for the Pass course.

BHATTACHARYA, D R.

1 Yes.

2 That stage has not yet arrived.

3 (a) Certain groups of subjects should be allowed.

(b) No

4 (a) No

(b) *This aspect of education may be emphasized* at the School stages.

5 (a) In this University Diploma courses have been started in French, German, Chinese & Russian.

(b) Yes, these languages except Chinese, may be grouped under a Department of Modern European Languages, which would exclude English. Chinese, being an Asiatic language, may be placed in the Department of Sanskrit.

6 (a) No. *More stress should be laid* on the *study of Humanities* & Culture, both Indian and Foreign.

(b) No.

7 (a) The B.A. Course affords less opportunities for employment than Scientific Courses.

(b) & (c) It is a question of supply and demand. No suitable means can be suggested.

8 Yes.

9 Yes, facilities are provided.

10 Yes, it should be segregated in post-graduate stages.

12 They should be brought under the control of Universities.

13 After the B.Sc. pure science and applied science should develop independently of each other

14 (a) Every branch of knowledge should develop independently in each residential University At present we are unable to admit all the students who apply for admission in the post-graduate classes and number wanting to go up for higher education will increase rather than diminish.

(b) All current and important new subjects, e.g., Journalism, *Diplomacy Elocution, Dramaturgy Geology Anthropology* Domestic Science, Minerology Geophysics, etc. and a faculty of Fine Arts and Cinematography

(c) There is no room for co-ordination, because as it is, the University is unable to admit all those who apply for post-graduate subjects, except probably in certain classical languages.

15 (a) (i) Yes.

(ii) Yes in History but not in Culture.

(iii) Yes.

(b) Does not arise at Allahabad.

16. (a) At present Music, Painting and Photography are taught in the University as Diploma subjects. The University is contemplating having a Faculty of Fine Arts embracing the following subjects —

1 Vocal Music.

2. Instrumental Music

3 Painting.
4 Photography
5 Cinematography
6. Dramaturgy etc.

(b) No.

(c) Allahabad.

17 (a) See under 14(b)

(b) Courses of study should be framed according to funds available. The planning can be done only when the government sanctions the introduction of new subjects and provides the necessary funds.

BHATTACHARY K. K.

4 (b) I am in favour of making International Affairs, International Law Civics and the study of Mahatma Gandhi's life compulsory for all B.A M.A. Law B.Sc. and M.Sc. students. One paper containing 100 marks can embody these topics and this paper must be taught compulsorily to students.

BHAWALKAR, D R.

7 (a) (c) Education has gone all mercinery and the market value of B.A. has fallen.

After Matriculation, students should be ear-marked for different subjects according to their nature inclinations and aptitudes they should be made to take these subjects only and not those that have the highest market value.

12. They should be brought under the control of the existing Universities, wherever teaching upto degree courses is carried on. However where training is given for professions only and diplomas awarded, such institutions should be left alone.

14 (a) In C.P Agriculture and allied subjects (Forestry Veterinary Science, Fruit Preservation, etc.)

17 (a) Electro-Acoustics (this has become an important industry and has a still brighter future)

Meteorology (No adequate provision for teaching exists anywhere). Scientific instrument Manufacturing Geophysics.

(b) Each of these subjects should be introduced as the first step in M.Sc. as an optional subject. Later on research should be started when sufficient equipment and trained men are available.

CALCUTTA, UNIVERSITY OF

1 In the opinion of this University that is the intention of the existing system of studies.

2. In the B.A. Examination of this University candidates are permitted to have Philosophy Politics and Economics as their subjects of study Whether the new proposal for separating Honours course of

study from the Pass course of study will permit this University to have a course of study combining Philosophy Politics and Economics is a question which this University must decide at a later stage. The Oxford system is not the only system in the world and this University does not without valid reason propose to imitate any particular system.

3 (a) This matter is governed in this University by its regulations. Combinations of all kinds of subjects are not permitted. Only certain groups are allowed.

(b) In the Master's degree courses subjects are divided as main subjects and subsidiary subjects. Too many subsidiary subjects constitute difficulties in regard to assessment of examination results.

4 (a) The answer is in the negative.

This University for about a century insisted upon the study of Philosophy including Ethics as one of the compulsory subjects of study for the B.A. Examination. That study did not make the student more philosophical or ethical in regard to his view of life. This University attempted to make Elements of Science a compulsory subject of study in the Matriculation stage. If the proposal for reversion to F.A. Examination type of this University takes place then Science is bound to be one of the compulsory subjects for the I.A. Examination. Whether some basic teaching of ethics or philosophy should be made compulsory is a question on which opinions differ

(b) No system or studies can foster love of the country citizenship, etc. nor can it ensure against narrow nationalism. It is a matter of liberal culture.

5 (a) This University teaches the following foreign languages

English.
French.
German.
Tibetan.
Chinese.
Portuguese.
Italian.
Russian.
Greek.
Latin.
American, both Classical and Modern.
Arabic, both Classical and Modern.
Persian, both Classical and Modern.
Hebrew both Classical and Modern.
Syriac.
Burmese.
Japanese.

(c) The Indian Tea industry is one of the important industries of the country At present there is no arrangement for training of supervisory staff and it is, therefore necessary that some course on this subject should be introduced. This question was considered by the University of Calcutta as far back as 1941 and a scheme was formulated and submitted to the Indian Tea Association which approved of the general principles. In that scheme it was suggested that provisions should be made for teaching Elementary Engineering both Mechanical and Structural, Plant Physiology Entomology Mycology Soil Sciences, Chemistry of tea, and Accountancy besides making provisions for practical training in tea gardens. Unfortunately on account of the outbreak of the War the scheme could not be pursued further

(d) In view of the expansion of the Department of Information and Broadcasting, appointment of Ambassadors and Consulates in different countries of the world and greater recognition of proper publicity of India's activities it can undoubtedly be said that there is a great scope for those who would be trained in the profession of Journalism.

The University of Calcutta passed necessary regulations for introducing a Diploma Course in Journalism in the year 1945 Unfortunately on account of political changes and communal disturbances the course could not be introduced but every attempt is now being made for starting the course as early as possible.

CALCUTTA UNIVERSITY REPRESENTATIVES OF POST-GRADUATE TEACHERS.

Oral Evidence

There are facilities on the Arts side for the development of subjects relating to Indian culture, e g. Ancient Indian History Indian Philosophy Indian Art etc. Students reading in my department have also been working in the Archaeological Department. Only recently a student of this department has migrated to New Delhi.

A separate course of studies in Indian Art is no doubt a desideratum but to divorce it from general cultural background would mean undesirable specialisation. (Roychaudhury Hemchandra).

A Department of Fine Arts in the larger universities of India is a necessity Visual education shapes the whole person and not only the intellect. India, moreover unlike any civilisation in the West has, for over 5000 years, a living artistic tradition. Its architecture sculpture, painting and crafts—the study of which includes not only that of iconography but also of their technique in theory and practice give an immediate inside into the cultural unity of India in her diversity Pre-historic, mediaeval Islamic and the subsequent heritage of art are links in one chain. Moreover India's nomadic and primitive civilisations and wide stretches of her history are known only by their art and

by no other record. Throughout the ages the art of India is inter connected with the art of Mesopotamia, Iran, the near East and the Mediterranean. It played a leading part in the art of classical antiquity and later of Islam. Indian Art fertilized and raised to a high level the art of greater India, Indonesia, Central Asia and the Far East. The history of Indian thought as expressed in philosophy religion and the social institutions is given a broader basis by a critical knowledge of the monuments in which it is made manifest.

While every one of the larger universities in the West has a department of Fine Arts—the University of Vienna before the war had even two departments, one for Western, the other for Asian Art—in India the University of Calcutta alone for nearly 30 years has been teaching the History of Ancient Indian and Comparative Art as well as Muslim Art in two of its departments the later phases, Rajput Art, etc., have as yet no place in the syllabus.

Hitherto, researches in Indian Art, for want of proper equipment in Indian Universities have in the main, been made by Western scholars. Indian universities must provide facilities in the department of Fine Arts and also introduce the History of Indian Art from the Intermediate standard in order to make the Indian nation conscious of its own art, make the people of India understand the records of their creative life and enable them to evaluate the contributions of other civilisations, East and West, to the world of Art. (Stella Kramrisch)

This University was the first and is still the only University to have introduced and developed post-graduate teaching in History of Art in India and Indianised countries. Now the subject is taught in the post-graduate stage alone and that too as an alternative group in Ancient Indian History and Culture and Islamic History and Culture. We have not been able to reap the fullest benefit of our Fine Arts courses pursued against the background of early and mediaeval Indian History and Culture. I should think, it has been due mainly to two causes, namely that there is no provision of teaching of History of Art as an independent discipline, and that there is no provision of teaching in this subject in the lower stages of collegiate education. It is therefore, almost imperative that there should be an independent and comprehensive subject like History of Art which should integrate both academic and technical knowledge of the subject, and that it should be built up from the lowest class of the collegiate stage to the post graduate in a co-ordinate and comprehensive manner and against the general background of history and culture.

I may be permitted to point out that in about half a dozen of European and American Universities including Paris, London, and Harvard and pre-war Vienna, History of Art does form an independent subject of under-graduate and post-graduate studies. A glance at their syllabuses would show that nowhere is it divorced from the general cultural background. (Ray Niharranjan)

CHANDRASHEKHAR, S. V

9 The present confusion in our country must be stopped. As understood the world over a University degree in technology is to initiate the candidate into the scientific principles on which the Art is based and how the principles are applied. A degree is not meant to train overseers and foremen but designers and development officers. There can be diploma courses of the same duration as a degree for other purposes. Thus London gives a degree and Farady House gives a diploma but it is clearly realised that the role of each is different. Diplomas should *not* be given by the varsities

13 Even in America to-day Humanities are taught to Engineering students. The engineer has to deal as much with men as with machines. A degree holder is meant to fill in due course the higher posts in Government and industry where he has to do some administration and be a good judge of men. Hence Humanities must be taught.

CHATTERJI B N

3 (a) Only a certain group of subjects should be allowed.

4 Some basic teaching of Science should be made compulsory in the Matriculation and Intermediate stage.

5 (b) I would suggest the establishment of a separate Faculty for the study of modern languages including foreign languages.

10 *Universities should provide facilities for research* in Applied Science Agriculture and Commerce.

12. No They should be modernised and allowed to function as hitherto

17 *Atomic Physics Bio-chemistry Industrial* Chemistry Archaeology Actuarial Science etc.

CHATTERJEE DR. B R.

3 (a) Only certain groups should be allowed in the Arts course (B A.)

(i) History Politics, Economics.

(ii) Politics, Economics, Philosophy

(iii) Sanskrit or Persian, Philosophy History

(iv) Sanskrit or Persian, Hindi or Urdu & Philosophy

(b) In the Honours course (B.A.) there should be one main subject and two subsidiary subjects.

4. (b) Citizenship should be fostered by compulsory Social Service. If it is found to be impracticable. Social Service should be a condition of eligibility for Government service. World citizenship should be fostered by extension lectures debates, study circles, exchange of professors and students between Indian universities and foreign universities, etc.

5 (a) None in Agra University

(b) One Department for the study of English, French, German, and Russian and another Department for the study of Chinese, modern Arabic and Japanese.

7 (c) For 10 years B.A.s & M.A.'s should be given preference in Government employments. More vocational bias should be given to the Arts courses. Education should be made one of the subjects in the B.A. & M.A. courses.

CHAUDHURI, B. N

(8) No.

It is suggested that Drawing (mechanical and free-hand) should be included as a subject in the present I.Sc. courses to enable the students to take it as a 4th subject as a qualification for admission to Engineering & Architectural courses.

(9) Yes.

(10) Yes.

(11) It should not be segregated.

(12) Existing technological institutions should be brought under the control of existing Universities.

(13) For maintaining a sound balance between pure and applied science, the academic council should be composed of men of high standing in pure and applied science

(17) (a) At the present moment though there is provision there is no arrangement for teaching of Architecture and Town and Country Planning under Calcutta University

(b) It is possible to make immediate arrangement for starting courses in Architecture and Town and Country Planning in Sibpur Engineering College (Bengal).

CHETTUR, A. C.

3 (a) Certain groups.

(b) Yes.

4 (a) Yes, in the Intermediate stage.

6. (a) Teaching of the Humanities should receive greater attention.

(b) An endeavour seems to be necessary

CHOWLKAR, DR. M. R.

Oral Evidence.

If it is not possible for every University to entertain foreign teachers, then you must have at least three or four colleges in the whole country for instruction in foreign languages.

My other view is that in all our Universities two foreign languages must be made compulsory at the University stage. One should be English because English is the most widely spoken language all over the world. The second must be left to the choice of the student.

DATTA, DR. D

9 Yes. Universities should recognise approved courses of instructions and research work conducted at recognised institutions as qualifying for degrees and diplomas or both.

11 Higher technological training should be segregated from other branches of higher education.

12. The small institutions should be brought under the control of universities and the large ones raised to a university status, specially for purposes of specialised training and applied research. The Indian Veterinary Research Institute, being one of the largest research institutes in the country should be raised to the status of a university. It has already been recognised by certain universities, viz. Agra, Bombay and Madras, as a research centre for their higher degrees. The Diploma of Associateship of this Institute has been recognised by the University of Cambridge as equivalent to the M.Sc. degree.

17 (a) Yes, Physiology and Veterinary Science and Animal Husbandry

(b) All colleges of Veterinary and Animal Husbandry should be affiliated to universities.

DATTA, S.

1 Yes. The schemes of study are not liberal enough and actual work is still more defective.

2. I am not in favour of introduction of a course of study similar to Modern Greats in Oxford. It is not possible that a student can specialize up to the Degree standard in three subjects. This will only lead to the cultivation of superficiality

4 (a) Yes, at the Intermediate stage.

(b) If the Intermediate course is made more broad based and in addition to 4(a) some knowledge of Indian culture, embracing Indian Philosophy Literature and History be encouraged, it will foster love of the country citizenship etc. To develop a world consciousness it would be desirable to introduce a subject on " International Ethics based on digest of human rights and philosophical analysis of ideological conflicts. UNESCO is probably in the best position to prepare such a book and take steps to make it compulsory at the proper stage everywhere. If these subjects are also made compulsory in the Public Service examinations and elective in the University examinations, they will foster love of the country citizenship in a broad sense. It seems that English will not be banished from the curriculum, and Western philosophy and Science are bound to be studied with avidity A man, who has an idea of the foundations of his own national culture and who has cultural contacts through literature and Philosophy and Science with advanced countries, is bound to have the virtues contemplated in question 4(a) and (b)

5 (b) In view of our present international relationship the establishment of such a department is desirable. But besides language it should prepare students for diplomatic services.

6. (a) If by "Humanities" is meant literary studies in general, it is given a proper place in the curriculum, though the methods of teaching have been bad, because of the undue importance given to a foreign language, viz. English.

(b) Except in the technological studies, an endeavour has been made to effect a sound balance between the Humanities and the Sciences. The only change suggested is that Science graduates (B.Sc.) may be made to do a paper in vernacular

7 (b) It seems that as India makes more and more improvements along technological and industrial lines this development is bound to continue and need not be considered unhealthy

8. Not quite. A course in drawing and workshop practice besides a more practical bias is necessary

9 Yes, for degrees.

12. Smaller Technological Institutions should be attached to the Universities as contemplated in 9 But the bigger ones may be given independent University status.

14 (a) This question does not arise in the case of my Province.

(b) (i) Provincial Language and Literature (ii) English Literature (iii) Mathematics (iv) Physics (v) Chemistry (vi) Botany (vii) Philosophy and Logic (viii) Indian History (ix) Indian Classical Language and (x) Economics and Political Science.

(c) In Universities co-ordination and specialization are possible if the Universities are not far off from one another When Universities are near each other as those at Allahabad Banaras and Lucknow it is likely that specialization in one subject may be made in one University and of other subjects in others. Co-ordination is also possible at the highest stage of specialization even among distant universities. In Science subjects particularly this is extremely necessary for proper specialization in view of our slender resources. Most of the affiliated colleges in affiliating Universities teach only up to B.A. standard. In them co-ordination will involve undesirable complications which might be an obstacle to further development. Such co-ordination is possible if only colleges are situated near one another and there is a central directing authority

16. (a) Fine Arts are such a technical subject that it is difficult to make room for them in Universities. The Calcutta University teaches Fine Arts in connexion with Ancient Indian History and Culture. But such teaching must be fragmentary

(b) Yes. Separate Institutions.

(c) One good centre would be the Viswa-Bharati. Government School of Art, Calcutta may also form the nucleus of another Institution.

DELHI TEACHERS ASSOCIATION DELHI.

3. (a) Only certain groups.

(b) Yes for the Honours Classes.

4 (a) Yes.

(b) By ensuring an inspiring leadership of the teacher having regular courses of Extension Lectures visits to historical places organising hikes encouraging travel and tours exchange of teachers and students.

5 (a) Very meagre.

(b) More important foreign languages should have a separate Department of study

6 (a) No

(b) No

7 (a) Science and Commerce graduates find it easier to get employment

(b) No

(c) The lop-sided development in either case can be prevented by introducing Humanities in the Science and Commerce Courses, as subjects of study (not of examination) and by similarly introducing Science for Arts students.

DEODHAR DR. D B

4 (b) The study of World History should be made compulsory for all.

11 Segregation of higher technological training is not necessary

12. Technological institutions now existing in the country need not be raised to the status of the Universities.

DEPARTMENT OF SCIENTIFIC RESEARCH, GOVERNMENT OF INDIA.

6 An even balance has not been maintained in the teaching of humanities and sciences. This is not a healthy sign for the development of industry agriculture, engineering, scientific activities and other fields Indeed, in certain cases the development projects have been delayed because an adequate number of qualified persons is not available.

9 & 10. The Universities at present do not provide teaching and research facilities in a number of branches of knowledge e.g., Naval Architecture and Marine Engineering. In subjects like automobile engineering, electronics, agricultural engineering, high polymer

chemistry etc., a start has been made or is about to be made. It is necessary to organise teaching and research in these branches on sound scientific basis at an early date if co-ordinated development of industry and a systematic utilisation of our raw materials is to be brought about.

12. The existing technological institutions may be placed under the control of universities or raised to an independent university status provided the standard of education justifies such a step.

17 There are a number of subjects in which teaching and training facilities are either non-existent or if existent, are at an embryonic stage. These are —

Post-graduate teaching and research in advanced Communication Engineering, Naval Architecture and Naval Engineering, Highway Engineering, Aeronautical Engineering, Acoustics, Cinematography Internal Combustion Engineering, Hydraulic Engineering, Production Engineering, Chemical Engineering and Technology

DESHMUKH, DR. PANJABRAO.

7 All education in India is looked at from the point of view of the income it will secure at the end. The Indian students have realized that Technical courses pay better and hence there is overcrowding in Science and other Technical Colleges with the result that there is less demand for Arts courses. There is nothing unhealthy about this. It is the result of the social and economic position of the average man in India. Education is a means to livelihood and so long as this is so, livelihood will continue to be the only aim of education which appeals to students most. Radical change in the condition of the society alone can alter the situation.

DIRECTOR GENERAL OF CIVIL AVIATION GOVERNMENT OF INDIA.

8. The under-graduate courses in pure sciences as such do not equip a young student for work in applied and technological branches, but a student getting a degree in a pure science can either go on with a practical course or start in the second year of engineering courses and in either case it means additional cost and time.

9 & 10. *Taking into account the limited resources of the country* both of staff and finances, only a few universities can provide courses in applied sciences, technology and facilities for post-graduate work.

11 & 12. The need of the country is for technological training and this could best be provided by specialised institutes. These institutes could give diploma certificates and by affiliating with the adjoining Universities could provide degree courses. Such institutes would naturally specialise in branches which cater for the industries of their respective areas, e.g. Bombay—Textile and Chemical *Engineering*

5 (a) This is almost nil in the case of Nagpur University except that a part-time teacher is being appointed for giving instructions in German for the B Sc. (Tech.) students.

(b) Yes. In order that the advantage of the study of foreign languages may be made available to students of all Indian Universities, the Departments of Foreign Languages may be financed by the Central Government, particularly in view of the international importance of the matter

6 (a) No. While the number of Arts students is much larger many of them are "rejects" of the Science courses.

(b) No. The courses should be so reorganised that no Science students can take his degree unless he has had some acquaintance with Philosophy Literature or History Similarly no person should be given an Arts degree unless he has had some idea of what Science is and stands for

7 (a) (b) (c) In view of the better prospects for scientific and technological and professional posts in recent years the first preference of the more brilliant students is generally for Science courses, but so far as this University is concerned, it does not appear that the total number of students joining the B.A. course has decreased as will be evident from the following figures —

Year	*Candidates for B.A (Pass) Examination.*	*Candidates for B.Sc (Pass) Examination.*
1945	824	167
1946	981	168
1947	1 165	197
1948	903	155

8 What is required is an elementary but sound grounding in Physics, Chemistry and Mathematics for the purpose of technological courses. With this end in view Nagpur University proposes to make the Intermediate Science (instead of B.Sc.) the normal test of admission to B.Sc. (Tech) course. After this, at the comparatively early age of 17 minds of students can be moulded by technological institutions according to their needs

9 Yes, for both.

10 Yes.

11 No they should not be segregated. In this connection the observations of the Inter Departmental Committee on Medical Schools apply with equal force to other professional institutions.

12. Best results are obtained by imparting technological education in a real University atmosphere where both the teachers and students lead their academic life in which various Faculties particularly the Humanities have their full play Technological institutions devoted mainly to research may of course, continue separately

14 Provision for subjects like Geology Persian, Pali and Prakrit need be made only at one of the Universities in the Province.

15 (a) No.

(b) The latter should specialize in particular fields of research and publication of old books and records.

16 (a) Love of Fine Arts should be encouraged among students and where funds permit Chairs for the History and Philosophy of Fine Arts may be instituted. Diploma courses in Fine Arts may also be instituted.

(b) Separate institutions may be established. But we should remember in this case—as in the case of other similar proposals—that an institution which seeks to impart knowledge in a single branch cannot be and should not be called a University

(c) Nagpur should be a good centre for a well-organised institution of Music.

17 *Inter-alia* the following may be mentioned, viz. —

Ancient Indian Law Atomic Research, Military Science, Comparative Politics and Principles of Evolution of Modern Indian Languages, etc.

DUHR, REV J

Oral Evidence.

The modern craze is for professional careers. Where are we to find our leaders of tomorrow? Surely they cannot be research-men. What is the cultural subject which we are going to have at least for our Art institutions? For the Science students I do not think they get any education whatsoever except for Science. There is not much of a cultural education that is imparted in our Science Colleges, but I am not concerned with them.

During the 30 years that I have been associated with the St. Xavier's College, I have found that the best students went in for English and we have produced some of the first-class men. Now that the Imperial John Bull has left this country English has lost its charm and importance. What is to take the place of English? It cannot be Sanskrit and it cannot be our vernaculars.

I have often taken History on purpose. History seems to be the only cultural subject which can give a background to our young people when they come in for Arts. The difficulty is our young men do not seem to have a kind of natural interest in things like world history. This is a great problem. A kind of cultural background has to be given to our students and a certain amount of decent English teaching is necessary

5 (a) This is almost nil in the case of Nagpur University except that a part-time teacher is being appointed for giving instructions in German for the B.Sc. (Tech.) students.

(b) Yes. In order that the advantage of the study of foreign languages may be made available to students of all Indian Universities, the Departments of Foreign Languages may be financed by the Central Government; particularly in view of the international importance of the matter

6 (a) No. While the number of Arts students is much larger many of them are "rejects" of the Science courses.

(b) No. The courses should be so reorganised that no Science students can take his degree unless he has had some acquaintance with Philosophy Literature or History Similarly no person should be given an Arts degree unless he has had some idea of what Science is and stands for

7 (a) (b) (c) In view of the better prospects for scientific and technological and professional posts in recent years the first preference of the more brilliant students is generally for Science courses, but so far as this University is concerned it does not appear that the total number of students joining the B.A. course has decreased as will be evident from the following figures —

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1947	1 165	197
1948	903	155

8 What is required is an elementary but sound grounding in Physics, Chemistry and Mathematics for the purpose of technological courses. With this end in view Nagpur University proposes to make the Intermediate Science (instead of B.Sc.) the normal test of admission to B.Sc. (Tech.) course. After this, at the comparatively early age of 17 minds of students can be moulded by technological institutions according to their needs.

9 Yes, for both.

10 Yes.

11 No they should not be segregated. In this connection the observations of the Inter Departmental Committee on Medical Schools apply with equal force to other professional institutions.

12 Best results are obtained by imparting technological education in a real University atmosphere where both the teachers and students lead their academic life in which various Faculties particularly the Humanities have their full play Technological institutions devoted mainly to research may of course, continue separately

(c) The Universities may specialise in subjects for the study of which there are ample materials in their areas.

17 (a) Forestry is one of the subjects for which there is no adequate provision in Indian Universities.

GHOSH, DR. J

1 Yes. But the syllabuses need revision. A little more of science should be made compulsory for all under-graduates.

7 (c) Suitable employments should be found for the Arts men.

9 It is better to leave these subjects to special institutions under the academic control of the University

12. They may be raised to the status of an independent University if they are big enough. Otherwise they may be left as they are. Smaller institutions might like to be under the University for the sake of prestige and status.

13 The applied branches should be linked up with recognised industrial and agricultural institutions.

14 (a) Ancient History Classical languages Fine Arts, Archaeology etc.

(b) Languages, History Geography Philosophy Science etc.

(c) This can be achieved by mutual agreement between two Universities.

16. (b) Separate University may not be necessary Separate Faculty may do.

GUNJIKAR, K. R.

4 (b) Patriotism citizenship broad nationalism and world consciousness can be developed by example, instruction, debates and practical work to some extent.

5 (b) There should be ample provision for the teaching of foreign languages both for university students as well as ordinary citizens. This may be under the guidance of a University department.

7 B.A. courses do not pay and hence the present decline in interest. This is not a healthy development.

12. The universities should incorporate higher technological training.

13 Interest in applied sciences is natural because these are likely to provide more openings and interest in pure science should be encouraged by employing great scientists who should do original work of high order in the university

14 (a) Higher technology and technical research may be concentrated in certain universities on grounds of economy and local advantages.

GURDAYAL SINGH.

3 (a) Yes, all combinations should be permitted.

5 (a) None.

(b) Yes like other subjects.

6 (a) No.

(b) Very little.

7 (a) Lack of opportunities.

(c) Study should be made more interesting and adapted to the new requirements and needs of the country

15 (a) In (i) and (iii) very little in (ii) there is sufficient provision.

GWYER, SIR MAURICE.

Oral Evidence.

In the University there is a post of the status of a Lecturer for the purposes of imparting balanced education. The Science students have History of Science and Scientific methods. We could not get any body to teach. We have to make make-shift arrangements. If we raise it to the status of a Reader perhaps it might be possible to find a competent teacher For Arts students it is extraordinarily difficult, though it is highly desirable. I have never seen a syllabus which would be of much value. In England and also much has been talked about it, but nothing has been done.

IVANIOS, REV MAR.

Oral Evidence.

I do believe in the combination of Humanities with Science.

I also believe in Moral Science apart from religion. Religion may be left to the individuals.

By Moral Science I mean the practical ethical code. The ethical standards which are common to all nations and all religions constitute Moral Science.

Young men who are having their education at University level are to be the leaders of the country So we have to teach them how to respect themselves and how to respect others. I do not believe in having an educational institution where Moral Science is not taught.

I would insist on every student being certified by the Principal that he has studied Moral Science. It is compulsory in the sense that it is really an essential part of moral and intellectual formation and the Principal has got to certify that a man who gets a degree has attained that moral standard. If he had not attained that standard the student does not deserve to go about as a degree-holder

I would never impose my religious teaching upon them. But I would certainly expect them to attend lessons on Moral Science. The teacher of Moral Science need not necessarily be a Christian.

IYAH, RAMAKRISHNA.

Oral Evidence.

At present we have no students in Telugu. There is no college affiliated to this University for Telugu Honours. Therefore we are not getting any students. We used to get students from the Andhra University But when they get a place in some college, they go away

IYENGAR, G. V KRISHNASWAMY

3 (a) Only certain groups should be permitted.

(b) This will lead to a lot of administrative difficulty

4 (a) Yes.

(b) A boy ought to have cultivated these qualities before he enters College.

7 (a) Materialistic outlook of the world.

(b) No.

(c) One way may be to chose only Arts students for a job in which special scientific knowledge is not necessary

IYENGAR, M. O P

SADASIVAM, T S.

4 (a) Elements of the principles of inductive logic should be taught to all Science students.

17 (a) & (b) So far as Botany is concerned, there is need for the establishment of special Chairs for the study of the fundamental aspects of the following branches

(i) Plant Physiology (ii) Cytogenetics (iii) Hydrobiology and (iv) Microbiology

These Chairs may be established in some centres for lectures and research work on a long term basis.

IYER, T P S.

4 I consider it not only very desirable, but necessary that teaching of Ethics, Indian Philosophy and of the elements of Science, should be made compulsory for all students in the University. In fact these subjects should be taught from the Secondary stage progressively A fair knowledge of the principal tenets of all religions, with emphasis on points of agreements among the different religions could be included. Duties of citizenship and fostering of fellow feeling with a view to create public conscience, which is the only corrective for democracy should be taught.

17 Actuarial science is of growing importance and should figure in University education particularly in post-graduate courses.

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17 Actuarial science is of growing importance and should figure in University education, particularly in post-graduate courses.

Astrology Throughout the world, people in general have belief in fortune telling, which may be through Astrology Palmistry or similar means. In India Astrology has been known from ancient times and quite a lot of literature on this subject exists. It has also been found that the predictions of astrologers come true in a number of instances, and this shows that there is some truth in this science. It appears therefore, that scientific study and investigation of the subject should be undertaken that interest in the subject should be created, and scholars should engage themselves in research and find out how far the deviations from predictions detract from the scientific value.

JEHU IVER S.

16 (a) The place of Fine Arts is an important one in a University The Art School should be affiliated and its examinations recognised by the University Exhibitions and lectures should be held from time to time under the auspices of the University for students other than Art students, at which attendance should, naturally be optional. This would gradually build up a body of people who would be intelligently interested in Art, though they had not studied it as an examination subject. Such an interest is essential to the development of Art and artistic taste in the country

JHA, I S.

1 In well-equipped colleges.

3 (a) Only certain groups should be allowed.

4 (a) Only extra-Mural lectures for Ethics and Philosophy should be introduced whereas elements of Science might be made compulsory

(b) By creating a love for work on common platform along with other workers and not to make them service minded specially for Government jobs. By arranging excursions and special lectures from national and international bodies and men of prominence engaged in different occupations.

7 (c) Courses of studies should have a realistic approach as applied to everyday problem

12 They should be brought to the status of independent universities.

14 (a) Commerce and Business Administration.

17 Actuarial science as there is no proper provision for it.

KANE, MAHAMAHOPADHYAYA, DR. P V

2 I would favour the organization of a course of study in India similar to the Oxford "Philosophy Politics and Economics course.

3 (a) I would not consider it advisable to allow co[illegible] of all subjects. If that were allowed great confusion will [illegible] at

the time of the actual examination and the examinations will be spread over a number of days which may easily last for a fortnight or three weeks. I am in favour of allowing certain groups of subjects to be combined.

(b) I should like to have some subjects as the main subjects and some subsidiary subjects as is done in the Bombay University

4 (a) I think that the teaching of Ethics or Philosophy and of the elements of Science is necessary for every man who calls himself educated. But I do not believe that by merely making the teaching of these subjects compulsory a sound attitude upon life will be ensured unless there is an examination held therein. I would prefer that eminent teachers in Ethics, Philosophy and Science noted for their eloquence and lucid exposition should be induced even by offering some honorarium to go round to the different Colleges and to deliver a few general lectures, each year to all the students of the several Colleges affiliated to the University That is the only thing that seems feasible to me for making the teaching of Ethics, Philosophy and of the elements of Science a compulsory subject for examination.

(b) I cannot suggest any particular method for fostering love of the country and develo- _ a world consciousness while ensuring against narrow nationalism, except in the way suggested by me in question 4(a) above, viz. by sending out eloquent Professors and also politicians and statesmen to deliver every year some lectures on these matters.

5 (a) There is no provision at present in the Bombay University for the teaching of foreign languages except in some of the Colleges affiliated to the University where French, German and Italian are taught by Lecturers engaged by those Colleges.

7 I consider this is not a healthy development. There is no doubt a decline at present in the interest taken by students in the B.A. course, but the causes are mostly economic. The field of employment for B.As. is, very limited and poor salaries are offered for either B.As. or M.As. At present there is a great demand for Science graduates and technical experts, engineers, etc. Therefore every student tries hard to join a Science, Technological or Engineering College. Unless the economic condition and the ways of employment for B.As. and M.As. should improve, hardly anything else can be done to stop this decline.

9 The Universities do provide according to their abilities for approved courses of instruction in Applied Science and Technological branches. Their resources being limited they are not able to do much. It is for the Central and Provincial Governments to provide model institutions for research and for courses of instruction in Applied Science and Technology which require a very large outlay of equipment, buildings and staff.

14 In my opinion when there will be four U[illegible] Bombay Province the teaching and study of certain conveniently concentrated in one or the other of the [illegible] in the Province. For example, Commerce can be con[illegible] cularly in the Universities of Bombay and Gujrat, whil[illegible] like Sanskrit, and Ancient Indian Culture can best be c[illegible] a place like Poona and agricultural study can be best co[illegible] a place in Karnatak, Ahmedabad or Poona.

15 There is no provision for advanced study and res[illegible] Bombay University in (1) Indian Philosophy (2) Indian Culture and (3) Indian Literatures and Languages (Cl[illegible] Modern) In the Bombay University it is possible to get a [illegible] at M.A. in Philosophy without being compelled to study an[illegible] Philosophy whatever An M.A. may know Plato Aristotle, D[illegible] Kant, etc., but he may not know anything about the Philoso[illegible] Sankara or the Philosophy of Sankhya. This must be at once [illegible] Similarly there is no special provision made in the Bombay Un[illegible] for Ancient Indian Culture by the University itself. It is the Co[illegible] and some other Institutions like the Deccan College Post-graduat[illegible] Research Institute, Poona Bhandarkar Oriental Research Insti[illegible] Poona, that are carrying out research in History and Indian Literat[illegible] Therefore every Indian University unless it is a purely Science Univ[illegible] sity must have a large provision for Indian Philosophy Ancient an[illegible] Medieval History and also for classical and modern languages an[illegible] literature.

(b) The work done in the Universities and Colleges in the subjects referred to in 15(a) above and in several subjects may be co-ordinated with the work done in the institutions other than Universities by recognizing other institutions either as constituent Colleges of the Universities or institutions entitled to send up students for higher examinations like M.A. and Ph.D and by giving them grants and appointing committees to make inquiries and report about their activities from time to time.

16 (a) & (b) Fine Arts must have a place in Indian Universities but the great difficulty is to find out the funds and the teachers who would be able to teach Fine Arts at the University I would favour the starting of separate institutions for the advancement of the various Fine Arts such as Music, Painting and Architecture, but I would not favour the establishment of separate Universities for each or all the subjects of Fine Arts.

Oral Evidence

Teaching of Ethics is essential not in the sense that we should have separate teachers for teaching Ethics. Great teachers and leaders should be asked to give lectures.

There are four Universities in the Bombay Province. If we add Anand and Ahmedabad we will have six. These Universities should

specialise in four or five separate subjects, say Bombay Ahmedabad in Commerce, Poona in Arts and Indian Culture and Karnatak in Agriculture.

There is no provision now to teach ancient Indian culture. It is possible to get a first-class M.A. in Philosophy without konwing about Indian Philosophy There may be some colleges who teach Indian Philosophy but Indian Philosophy is not compulsory

KARAYALAR, MUTHUKRISHNA.

Oral Evidence

There is no provision in the university for Geography So the students have not the right standards in Geography

There is no teaching of Geography in the Intermediate or B.A. Classes. So students have only a Matriculation standard in Geography

KARMARKAR, DR. D V

5 (b) For the study of foreign language there should be one Department in India under one University open to all persons from different parts of the country on equal conditions.

8 The present courses in pure science if fully taught and learnt, could equip the students for work in applied and technological branches.

12. These *technological institutions can work under the present* Universities without losing their importance.

KAUL, R. N

4. (a) It is highly desirable in the interest of the personality-building of the pupils that a compulsory course, including (a) some basic teaching of Ethics, (b) elementary knowledge of Physiology and Psychology (c) general principles of Indian philosophy and (d) the elementary principles of Science should be instituted.

(b) In the above paper we may also incorporate a section on Social and International Ideals in order to achieve the objects aimed at.

KELLOCK, REV JAMES.

4 (a) I think it is eminently desirable to have some basic teaching of Ethics or Philosophy made compulsory and also some elements of Science. I think it should be considered whether for the Arts Students a course in the History of Science might not be the best way in which to impart some insight into the scientific method and into the significance of Science.

KHAN DR. K. A.

RAGHAVACHAR, K. V

3 (a) Only specified groups.

(b) For Pass courses, no for Hons. Yes.

4. (a) Yes.

(b) Broadening the outlook through a study of the fundamentals of various cultures

5 (a) Apart from English French is now included in the list of second languages in some Universities. Provision is made for teaching German to Hons. Science students as a non-examination subject in some universities.

(b) Yes diploma courses can be instituted also they could be included in the optional list.

7 (a) (i) Preference is being given to Science graduates over graduates of Humanities even in administrative and allied services graduates of Humanities should be preferred here, (ii) Even from the High School stage undue emphasis is being laid on Science subjects.

(c) (i) In administrative and allied services preference should be given to graduates of Humanities. (ii) Foreign scholarships, fellowships and such other facilities must be forth-coming to help students of Humanities to specialise.

8 No at present there is too much of theory grinding emphasis must be laid on modern developments and experiments and practical application.

17 (a) Philology Foreign languages Classical languages, International Law Inter-Cultural-studies—These do not seem to find a proper place now

(b) (i) Research facilities should be provided in subjects in Philology Classical languages, etc. Diploma courses to be instituted in subjects like the foreign languages.

(ii) A well planned linguistic survey of India rewriting the history of the land reassessing of the national and provincial literature of India.

KRISHNAN DR. B T

1 to 8. The under-graduate course in Pure Science should include practical work and there should be practical tests at the final University Examinations.

KRISHNASWAMY C.

4 (a) Yes.

4. (b) A good university course would lead to this automatically

7 (a) University education is too much based upon utilitarian considerations. As the B.A. courses "fetch" little income the course is unpopular Professional courses and middle class employment are good remedies.

15 (a) (ii) Indian History is still subordinated to English History in some universities.

KUNZRU DR. H. N

Oral Evidence.

The world needs not narrow specialists but specialists with a good liberal education capable of understanding the world in which they are working.

LUCAS, DR. E. D

1 Not satisfactory

3 (a) Only certain subjects. (b) Yes.

4 (a) A general subject in the Humanities should be given to students specialising in Science, and a similar course in General Science to Arts students.

6 (a) & (b) There has been a decline in interest in the Arts subjects, as it was thought that Science led somewhere, but the Arts subjects did not. Arts courses were often over-crowded, and students spoon-fed with notes and prepared lectures. Science demanded laboratory work, to which limited numbers were admitted. Thus the teaching was better and stiffer

7 (a) (b) and (c) Divide arts courses into Honours and Pass, limit numbers in the Honours, and stiffen the course. This should arrest the decline of interest in B.A. Courses.

14 (b) The affiliated college should be permitted to teach the Pass courses in all subjects in which a competent teaching staff and adequate library and laboratory facilities exist.

(c) In advanced classes where sepcialization narrows the field there should be co-ordination and not wasteful over-lapping.

LUCKNOW UNIVERSITY OF

1 No.

2 Yes.

3 (a) No, only certain groups should be allowed.

(b) Yes.

4 (a) This should be provided for at the secondary stage.

(b) By means of extra-mural instruction and activity and by fostering such an outlook in residences.

5 (a) Only a few foreign languages are taught and we have the system of certificates of proficiency in these subjects. This is inadequate. There should be instituted Diploma Courses in as many principal foreign languages as possible.

(b) A separate department is unnecessary in the present stage.

6. (a) No.

(b) No.

7 (a) Because they do not equip the students for as many careers as are open to B.Sc. s. The chances of employment with better emoluments are much greater for Science men.

(b) We consider this decline a healthy sign because it shows that students are taking more and more to scientific education. This tendency should be encouraged by making better provision for laboratories and by admitting a much larger number of students to Science classes.

8. No. There should be departments of technological studies in the Universities.

9 Universities should provide for courses of instruction in applied science and technology for degrees only There should be independent colleges for diploma courses.

10. Yes. Independent institutes for research should also be established.

11 Should not, where possible

12. Some can be raised to the status of independent Universities, while others can continue to teach for diploma courses Some of the institutions will have to be brought under the control of existing Universities. But technical education should not be completely divorced from liberal education. In U P there is a great scope for a technological University at Kanpur

14 (a) There should be co-ordination among Universities and duplication should be avoided. It is not possible for every University to make provision for the teaching of each and every subject. There are certain subjects which should be taught in every University but teaching of specialised courses of study should be concentrated at one or other University centre only In the United Provinces, Sociology (Anthropology) Experimental Psychology Pharmaceutical Chemistry Helminthology Entomology Bio-chemistry Applied Botany Geology and Astronomy should be concentrated at Lucknow So far as the Faculty of Medicine is concerned new branches of medical study and post-graduate teaching and research should be concentrated at Lucknow It is necessary to state this as the Government is contemplating to start a medical college at Allahabad.

(b) All the existing faculties should be maintained in every University Provision should be made at every University for the teaching of *International Relations foreign languages, Sociology and Asian* culture. There should also be a Faculty of Education in every University for the training of teachers.

(c) So far as post graduate work is concerned duplication should be avoided as far as possible and new faculties should be opened only at places where facilities for research and advanced work already exist to a certain extent.

15 (a) No.

(b) A Standing Committee may be appointed on which each unit may be represented for purposes of co-ordination.

16 (a) There is no faculty of Fine Arts in any University There are of course independent Music colleges and schools of Art. Our suggestion is that there should be instituted such a Faculty

(b) No separate University of Fine Arts be established. There may be unaffiliated institutions for under-graduate teaching but all post-graduate work should be done at the University

(c) Lucknow can be a very good centre both for Music and Painting in U.P

17 (a) These are Fine Arts, Applied Sciences Technological subjects, Archaeology Advanced studies in Sociology foreign languages. International Affairs and Diplomacy and Astronomy

(b) (i) Provision should be made immediately for the teaching of foreign languages, International Affairs and Diplomacy and Applied Sciences. Branches of applied sciences may be opened where special facilities exist and there should be no duplication. A start may be made with the more important branches.

(ii) Other Faculties may be instituted later on as a part of the long term plan. Universities should be enabled to supply all the educational needs of the community

MADRAS, UNIVERSITY OF

1 Yes, but changes are always possible and this is kept in view and the need for some specialised courses of study at the University stage has also to be remembered.

2. A course comprising Philosophy History and Politics was provided in this University but was not popular The suggestion is worth consideration.

3 (a) No, we do not recommend combinations of all kinds. It is desirable that the subjects taken for special study should be inter-related.

(b) The choice of main and subsidiary subjects is now offered in the sciences and in some of the humanities. This may well be extended. The compulsory study of languages limits the choice of main and subsidiary subjects to a certain extent.

4 (a) No the foundation for this is to be laid in the school. Th teaching imparted in a College need not be limited to University cours of study certain attitudes should be inculcated by the College as whole.

(b) Largely through the example of the teachers and the publi leaders of the country The best method of inculcating these is b example.

5 (a) Colleges are affiliated in certain of the foreign languages The University of Madras is teaching French and German and hope to take up other foreign languages for its Diploma courses, the classe for which are held in the evenings. A very important language that i being taught in all Colleges is English, which is compulsory for many courses of study

(b) It is desirable that the University should have a Department of study of foreign languages in view of the needs of the Ambassadorial Offices in other countries and with a view to improving contacts with other countries in matters of trade and commerce. The Government should give financial assistance to the Universities to establish such Departments of foreign languages. These Departments of foreign languages should be open to under-graduates, and to graduates either in Colleges or employed in Offices and the classes should be conducted in the evenings It is also advisable that certain foreign languages which are essential for advanced study of Science or the Humanities be learnt by candidates preparing for the higher Degrees. It may also be necessary with a view to training the teachers of foreign languages, that certain institutions should specialise in one or other of the foreign languages. This would also necessitate financial assistance from the State.

6. (a) The place given to the Humanities in Indian Universities is quite satisfactory but there has been a stampede in favour of Sciences by the majority of students, unfortunately with no particular object. In this connection. the University would point out that one major discouragement has come from Government, in that a subject like Philosophy in spite of repeated requests from Universities, has not been included as a subject for Public Service Examinations. The stampede referred to above is in a measure due to the lack of appreciation by the State of the study of the Humanities.

(b) Yes.

7 (a) *Vide* reply to 6(a) above.

(b) No.

(c) There is nothing within the powers or purview of the University to arrest this decline. It largely depends upon the encouragement given to the study of the Humanities by the State and by the employers.

8 No It is not intended that they should be but they give a suitable basic training for further study of the Applied Sciences.

Does not arise.

9 In the opinion of this University such qualifications should be of a Degree standard Diplomas should be granted by other Bodies.

10. Decidedly so.

11 There should be no segregation of any kind for any particular branch of study

12. Any one of these three possibilities may be envisaged provided sufficient financial support is forthcoming. But it is not desirable that a University should consist of a single Faculty There is always an advantage in a certain inter-mingling of students of different branches of learning.

13 In the encouragement given to Applied Science the place of Pure Science should never be forgotten as it is from fundamental research that every variety of applied knowledge is derived.

14 (a) & (b) It is of course necessary to duplicate courses of instruction up to the Pass Degree stage but in some Honours courses and still more in the higher grades of research it is possible to encourage the concentration of studies at one or other of the Universities in the Provinces or State, provided a harmonious understanding is arrived at. It is not possible to be specific but where natural conditions favour the study of a particular subjects, this should be taken into consideration in determining the University which ought to specialize in that subject.

15 (a) Yes, in this University there are Chairs in all the three subjects mentioned.

16. (a) Fine Arts can have only a limited place in Indian Universities.

(b) It would be better to establish separate institutions but it is not desirable that they should be given the title of a University (see 12)

17 (a) Several of the modern subjects of study have not yet found a place in Indian Universities e.g. Architecture Public Health Engineering, Anthropology Sociology and several of the Applied Sciences. It is necessary from time to time, in view of modern developments, to include such subjects.

(b) The deficiency can be rectified (i) if in some of the new branches of study suitable candidates are trained in countries where such study has been best fostered (ii) by adequate financial aid from the State for establishing such branches in the Universities and (iii) by taking steps to utilise to the best advantage trained personnel in those new branches of knowledge.

MAHADEVAN C.

14 (a) Marine Engineering under Andhra University at Waltair. Aeronautical Engineering at Bangalore because of special facilities in these places.

17 (a) Several in my own branch i.e. Geology which require to be urgently introduced wherever possible. Example —Economic Geology Mining Geology Engineering Geology Geophysical prospecting, Ore-dressing Beneficiation and processing.

MAJUMDAR, R. C.

3 (b) In Honours, yes in Pass no.

4 (b) This would depend upon the soundness of general education imparted and the extra activities arranged by the colleges and universities No specific course need be provided though some colleges and Universities might arrange general course of lectures.

6 (b) At the present moment, more students go in for Science thereby disturbing the balance. But that is due to the political and economic condition of the country rather than any defect in the university system

14 (a) (b) (c) The universities in each province should deal with all the important subjects of study save and except highly developed scientific and technical courses and researches on specific subjects for which eminent professors are not easily available.

MADRAS, PROFESSOR OF CHEMICAL ENGINEERING A. C. COLLEGE OF THE TECHNOLOGY UNIVERSITY OF

Existing Technological Institutions may be recognised by all Universities as centres of Research only for the Ph.D or D.Sc. degrees but additional written tests where prescribed should be conducted at the Universities centres.

13 It is preferable to admit only B Sc. graduate trained in the fundamental Sciences to these Department. The B.Sc. courses can also be supplemented compulsorily with non-examination subjects like Geometrical drawing, elements of machine drawing, and elements of work shop practice like carpentry metal work, chipping, fitting and filing only

MALAVIYA, PT GOVIND

3 (a) Certain groups should be allowed.

(b) Yes.

4 (a) Yes.

(b) Before the question of World consciousness is thought, a determined attempt should be made to fight Provincialism and communalism which are raising their heads everywhere. If this attempt is successful a step would have been taken in the direction of world consciousness.

5 (a) None very satisfactory

(b) Yes.

7 (a) Better students seek professional and technical careers through science.

(b) & (c) No. Unless attractive careers are created for Arts students this decline will continue.

8 Undergraduate courses are overburdened. Part of the course ought to be transferred to the School course and the Preparatory course.

9 Yes.

12. It is immaterial but in institutions like Dhanbad School of Mines, there is a demand for a degree instead of a Diploma.

13 The question of balance does not arise. The departments will be independent. If the Universities have no funds to maintain a department in proper equipment, they should not start it.

17 (a) Architecture has been neglected. A course for a diploma or a degree should be introduced.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1 An average undergraduate from an Indian University is usually not well informed about subjects beyond those of his study To some extent it is due to the limited interests of his teachers themselves and the rather water-tight compartmentalism observed in the students in different Faculties.

2 Perhaps it would be better to encourage students to become the modern grata but care be taken that they do not start becoming "swollen headed" as ultra modern "snobs"

5 (a) Practically next to nothing is being done for foreign languages other than English and a graduate from Indian University can be said to have effectively Englishman's aversion to acquiring any other language. But it does not mean that if he overcomes this initial aversion he cannot take to learning foreign languages. He is even better at this than an Englishman is.

(b) Every university should be encouraged to develop elementary teaching of as many foreign languages as it can conveniently arrange.

MENON C. S.

5 (a) In 1932 the Benares University instituted a diploma course in modern European languages, and appointed a very able person, Dr Roy to teach German, French and Italian. The students who passed the diploma examinations discovered afterwards that what they had studied was full of mistakes. They complained bitterly to the Vice Chancellor Dr Roy was a genius, but it is clear that even a genius should not be allowed to teach more than one foreign language. Each language is complex, and only a specialist should be allowed to teach it.

At present German is taught by an ex-teacher of Hindi who has no degree in German, and French by a part-time teacher who belongs to another Department. No student has offered any other language.

5 (a) A centralised Department of foreign languages established at Delhi or Calcutta will be useful. Each language must be taught by specialists in that particular language.

MENON I. N

I certainly agree with the suggestion that some basic teaching of Philosophy and Sciece should be made compulsory in the matriculation stage itself. So that students without this minimum attainment and culture will not find their entry into Universities.

MINISTRY OF LABOUR, GOVERNMENT OF INDIA.

17 (a) Indian Universities with the exception of Calcutta have made no provision for the study of Labour conditions and problems. The study of these relating to both industrial and agricultural labour should be introduced in the University Curriculum.

(b) Universities should include subjects like "Industrial and Agricultural Labour problems" "Labour Legislation" "Applied Economics" etc., as compulsory (not optional as at present) subject in M.A. Economics courses.

The provision of granting stipends to research workers already exists in various Universities but the whole system is half hearted. The rules should be modified to encourage Research on all problems including those relating to labour

MISRA, A. B.

1 Mere courses of study however elaborately planned do not make for liberal education. If we were to scan the syllabuses of the various Faculties, we will find that they are elaborate enough and yet the graduate passing out of the University shows little sign of liberal education.

5 (a) & (b) In my opinion the following things among others will tend to produce a wholesome young man —

1 Insistence on good health through exercises.

2. Cultivation of sober habits.

3 Instruction in developing right conduct and correct citizenship.

4 Realisation of the dignity of labour

5 Love for ones country and fellowmen.

6 Knowledge of elementary Science for good living.

7 Cultivation of Fine Arts.

8. Travel in India and abroad.

MOHANTHY C. C.

2. It will be highly beneficial to organise a course of study in India similar to the Oxford "Philosophy Politics and Economics" Honours courses.

3. (b) There should not be division like main or subsidiary Every subject should have equal importance and status in the curriculum of study

4 (a) Some teaching of Ethics or Philosophy and Science and other subjects widening civic consciousness should be made compulsory to all the students.

(b) Arrangements for the University to come into contact with different world organisations and their working, should be made.

7. (a) The cause for the decline in interest in B.A. courses is purely the lack of avenues of employment open to the B.A. students.

(b) This is not a healthy development.

(c) It is the Government that should show that in matters of appointment, etc. there is no discrimination made against a B.A. from a B.Sc. etc. Job procuring chances, it is believed, are more for a Science student. Hence the decline in the interest of study in the B.A. course.

9 The Universities should provide for and recognise approved courses of instruction in applied Science and Technology (including Engineering, Agriculture and Commercial Science) as qualifying for degrees or diplomas or both.

10. Only if experts in the concerned branches are appointed by bringing them even from foreign countries such researches need not be started in all Universities in India. Such a procedure will be merely expensive without giving the desired results.

11 Higher technological training should be segregated from other branches of higher knowledge.

12. The technological institutions should be brought under the control of the existing Universities.

13 There should not be any question of trying to maintain an artificial balance between the pure and applied Sciences. The type of students that we get and their aptitude should determine the entry in the different branches. Even if it means a varying proportion between the two such condition should not be interfered with in the interests of liberal education. For this method would be giving ample opportunities for full development of the individual.

16. (a) Fine Arts are neglected. Opening of separate first rate institutions with provision of theoretical and practical methods of study should be done.

(b) Separate Universities need not be established.

(c) Bombay or Poona. Dharwar Hampe (Vizianagar Hospet, Bellary Dt.) Madras, Rajamundry Cuttack, Calcutta Patna, Benares.

17 (a) Indian astrology numerology Homoeopathy

MUKHERJEE DR. RADHA KAMAL.

Oral Evidence.

It is absolutely essential that we should make our young men good citizens and for that they must have a very good background in all these Social Science studies at a time like this.

I would like to integrate Social Science with general education. That is why I have suggested a course that will bring the Sciences also. We are making the Social Science a centre of a Faculty

As most of our problems are socio-political in character—it would be better to train our students to have some kind of grasp of the fundamental problems.

I should think that every Faculty of Social Sciences ought to have two institutions associated with it—(1) Institute of Social and Human Relations with psychological laboratory which would help in group analysis and (2) there should be field research and survey both in rural areas and in urban areas. This divorce between actual teaching and reading of books in the class room the library has to be bridged. We have been attempting for some years to bridge this gulf and our best students are not given first divisions unless they produce some kind of field researches, and this should be made a regular part of the post graduate course.

NAIDU P S.

4 (a) I am strongly of the opinion that there should be a solid basic teaching of ethics, philosophy and science Attendance should be compulsory at these classes.

7 (a) The decline is due to the attitude of ridicule fostered by wrong leadership in the country Higher values of life have been thrown aside by those who ought to set a better example to young persons.

(c) To arrest the decline in cultural studies I should like to suggest the following measures —

1 Giving greater prominence to Humanities in the competitive examinations, Federal and Provincial.

2. Giving greater encouragement to students of Humanities by appointing them to administrative posts in Government.

3 Making a Degree in the Humanities a special (not exclusive) qualification for Head Mastership, and Principalship of educational institutions.

4 Giving some preference to graduates in the Humanities in recruiting personnel for embassies abroad.

14. There are far too few Universities in our country to think of centralisation of teaching and research. In the present state of affairs all Universities should be encouraged to open all branches of teaching and research.

17 (a) Psychology is the subject which should be provided for in every University at once. And so should Education also be provided for

NAIK, K. G ESQR.

17 Textile Engineering, Radio Communications, Aeronautical Engineering, Automobile Engineering need to be introduced in special centres at a University and it is only after that is done, that big research Institutes should be instituted for specific branches of industry in specific parts of India. It is futile to order the creation of Institutes of the M.I.T type in North, East, South and West of India without creating " Feeders " for them throughout the land.

OVERSEAS COMMUNICATION SERVICE, GOVERNMENT OF INDIA, GENERAL MANAGER OF

12. No need for control by Universities, but the courses in such Institutes should be prescribed by Government to cater for the needs of the industry served.

Some system with emphasis on practical side will be of great benefit to the young engineering undergraduate. For the purpose a Sandwitch Course is suggested as under —

1st year at College—The same course of study as will be covered by a science undergraduate but with additional engineering subjects such as mechanics and drawing, etc.

2nd year at Works—The student should be apprenticed at a major mechanical engineering works where he will learn under actual working conditions, normal engineering workshop practice.

3rd year at College—Where he will first touch upon the branch of engineering in which he wishes to specialise.

4th year at College—He will complete the whole syllabus as laid down.

5th year at Engineering Works—Practical training according to the branch in which the student desires to specialise.

PACHOW DR.

3 (a) Only certain groups.

(b) Yes.

4. (a) That may not exceed 20 per cent. of entire course.

(b) Firstly the students should have a thorough knowledge of history of India and then teach them to think that the whole world is one big family

5. (a) The provision for teaching foreign languages is very poor or say *None*

(b) There may be two departments of foreign languages —

(i) *Department of European languages* French, Russian, German, English, Spanish, etc.

(ii) *Department of modern Asian languages* —Chinese, Burmese, Japanese, Malayan, Tibetan, etc.

PAPWORTH, H. C.

1 It is not the schemes of study which are chiefly at fault, but the thousands of unsuitable undergraduates who take them.

4 (a) The teaching of certain subjects will not ensure a sound attitude upon life For instance, the teaching of ethics at the age of 17 or over will not do much good unless the principles of good conduct have already been inculcated first in the home and secondly in the school. Unfortunately parental control has largely disappeared whilst indiscipline and defiance of authority in schools have been systematically encouraged for the past twenty years or so by Indian leaders The foundation of a sound attitude upon life must be laid long before the *university stage.*

PATEL, DR. R. P

17 (a) There is a little provision for studies in Pharmaceutics in some of the Indian Universities. Some Universities have not yet started the course at all.

(b) This deficiency can be removed by instituting in each University a Faculty of Pharmacy and starting one or more Colleges of Pharmacy in each province. According to Bhore Committee's report published by the Government of India, India needs 65,000 well trained pharmacists hence immediate action is necessary in this direction.

(i) To meet the immediate needs, there should be a short term course of two years duration after Matriculation. This course should cover the fundamental principles together with detailed study and application of main important items in various subjects of Pharmaceutics as covered by "Chemists and Druggists Course" of the Pharmaceutical Society of London.

(ii) The long term plan should comprise the full course for the Degree of Bachelor of Pharmacy extending over a period of four years after Matriculation. Here all Pharmaceutical subjects should be studied in full details.

PATNA UNIVERSITY

1 It does not.

2 Yes.

3 (a) Combination of all Not in Honours may permit in Pass.

(b) Yes in Hons.

4 (a) Not necessarily Knowledge of elements of Science should form a part of every student's general education at the Secondary stage.

(b) Answer given in other connections.

5 (a) A little French and German is taught in the Science College, Patna.

(b) There should be an All India Institute of Foreign languages, but different Universities may teach some foreign languages according to their resources.

6. (a) No.

(b) No Science has been comparatively neglected.

7 (a) Because University Education for our students is a question of employment and the B.A. course offers much less chance for satisfactory employment.

(b) This growing lack of interest is not healthy

(c) B.A. Courses should be brought more in line with present needs of life and the possession of a B.A. degree should not be insisted upon *for employment in most services.*

8. (1) Yes.

(2) Does not arise.

9 Yes, so far as it leads up to a degree course.

10. Yes, research should be provided for

11 The technological institution may be located separately with its own laboratory but its syllabuses and teaching should be co-ordinated and controlled.

12. (1) The existing technological institution should be brought under the control of the University so that applied and theoretical side may go hand in hand.

13 It would be achieved by means of a properly designed syllabus.

14 (a) Mining, Geology and Metalogy to be concentrated in Bihar

(b) General humanities and general sciences.

(c) Ancient Indian History so far as it related to Budhistic Age to be concentrated also in Bihar

15 (a) Yes except research methods on modern lines.

(b) By a free exchange of teachers and students.

16. (a) So far not much.

(b) and (c) No these should form integral parts of Universities where facilities either exist or can be provided for

17 There are many but Bio-Chemistry Geo-Physics, Meteorology should be taught, to begin with.

(b) There may be two departments of foreign languages —

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PATNA UNIVERSITY

1 It does not.

2. Yes.

3 (a) Combination of all. Not in Honours may permit in Pass.

(b) Yes in Hons.

4 (a) No.

(b) By means of lectures, excursions and study circles.

5 (a) Very little.

(b) Separate Department is unnecessary so long as provision is made for instruction in these languages and award of certificates.

7 (a) The decline in interest in the B.A. courses is due mainly to the expansion of technical services and the static position of general services.

(c) If the B.A. courses are designed to aim at liberal education and not at qualification for services, the decline in interest can be arrested.

8. No. More emphasis is needed on practical instruction in place of highly theoretical instruction given at present.

9 The Universities should recognise approved courses of instruction in applied Science and technology

11 It should be segregated.

12. They may be allowed to continue to function as hitherto, but universities should recognise the courses of instruction.

14 (a) At present, there is no scope for concentration of any particular branch of knowledge in the Utkal University

(b) Instruction in Arts and pure Science subjects upto the degree state should be available at every college.

(c) It is possible to have such coordination.

15 (a) In some Universities, there is adequate provision for advanced study in these subjects.

(b) The Central body suggested in 15(d) in the preceding page should provide for coordination.

16 (a) Fine Arts can be a subject of instruction in Universities.

(b) Separate universities for Fine Arts are unnecessary Separate institutions may develop and the standard watched over by the Central Body indicated in 15(d) in the preceding page.

17 (a) Marine Engineering and Aeronautics.

(b) Suitable universities should be encouraged and helped to start departments in these subjects.

PUNTAMBEKAR, S. V

1 Yes, if he studies.

3 (a) Only certain groups should be allowed.

4 (a) Yes.

(b) Teaching of world citizenship.

6. (b) No. Indian Humanities are completely neglected.

7 (c) Give social prestige and economic opening.

14 (b) Physics, Chemistry Botany Zoology

(c) Where there is tradition and equipment.

17 (a) Foreign Affairs, International Law and Diplomacy Archaeological studies, Chinese studies, South East Asia studies, Middle East Studies, Russian studies.

(b) Establishment of Departments, with proper equipment and staff, after making a survey of countries where this is done.

QANUNGO K. R.

(2) Oxford was not built in a day We ought to allow time for the evolution of ideals keeping pace with the capacity of our under graduates.

3 (a) No.

(b) Yes, in the case of Honours Courses only

(4) (a) Not at the University stage but earlier in the school. India had too much of ethics and philosophy in theory and yet too low a morality in practice under foreign rule. It is not through books and courses that a sound attitude upon life can be built close personal contact with teachers of right type can only create it.

(b) Love of the country citizenship etc. grows best in the military camp and in the sphere of honorary services for public good. Military training must be made compulsory and rendering of honorary services made obligatory

(7) (a) It is a question of supply and demand. Advancement of earning is the motto prevailing today B.Sc. and technical courses are more paying. I consider it a healthy development. I.A. Course should be stiffened to Cambridge Senior standard and there the education of the average student should stop. Only a select few should join the study of Humanities in the University

RAJA, DR. C. KUNHAN.

Oral Evidence.

The standard of our own cultural subjects is quite all right. But there is no provision for teaching languages like Chinese, Tibetan which embody the content of ancient civilization. Unless these things are correlated, we cannot have a correct picture.

There is only one student in Sanskrit. It so happens that Sanskrit is not given so much importance. Besides, there is only one college affiliated to this University for Sanskrit Honours.

RAJAMANNAR P V

I do not think there is adequate provision for advanced study and research in respect of Indian Culture. But if a better provision is made for Indian History it will be sufficient.

16 I would favour the establishment of separate institutions like Academies for the advancement of the various Fine Arts, similar to the Royal Academies in Great Britain.

17 (a) I think there should be a separate advanced course in Architecture.

Oral Evidence.

I look upon Fine Arts as having a dual aspect. Fine Arts like music do much to form thought and they should form part of the general system of national education. Apart from that, I want Academies to develop them to such an extent as to be of benefit to those who want to take to them as life careers, as artists, etc.

Some Architecture is being taught in the engineering course. I do not mean that kind of Architecture. I would like to have independent advanced course in Architecture in which our boys may specialise. This is a growing country there will be need for building big public buildings, and there is scope for high quality architects.

For planning big buildings, palaces and temples on an art scale, there are very few architects.

RAHMAN, HABIBUL.

7 (a) The present decline of interest in the Arts courses in Indian Universities is part of a tendency observable in most Western universities also. The tendency represents a shift in emphasis from spiritual, ethical and general cultural values to material values.

(b) No.

(c) Making the study of orientation courses in world literature Art and Social studies compulsory for all science undergraduates.

8 No. Science departments in Indian universities should be brought into closer touch with the industry commerce and agriculture of the country and there should be more emphasis on practical work done both inside and outside the university laboratories.

11 Should be segregated.

12. Some at least of the better equipped technological institutions might be raised to the status of independent universities.

14 (b) Arts and Pure Science.

(c) There should be no specialisation at the undergraduate level. Specialisation should occur only at post graduate level.

Oral Evidence.

Most of the Arts and Science Graduates turned out of Indian Universities are uneducated If you take them out of their grooves, they are absolutely at sea Not only the Science Graduates, but even a Science Professor will betray colossal ignorance of the most fundamental things about Economics, or Philosophy or World History and so on and the same thing applies to Professors on the Arts Faculty also.

If the business of the University is to produce good citizens who are intellectually wide awake, we must ensure at the under-graduate stage that every body pursues certain orientation courses that America has been experimenting on for some years with some success. These may be spread over the 3 years of the B.A. and B.Sc. In the note which I have prepared on behalf of the University I gave the details of this proposal. A beginning should be made in the Secondary School stage and we should prepare a graduated course in Social studies, in general Sciences, and also if possible in World History etc. These should be pursued irrespective of the special subject taken by the student, so that the Science graduate may know something of Economics, Social studies, Psychology and Philosophy at least of the broad fundamentals. Eventually it should culminate in an intelligent appreciation of the present day world affairs. One of my research students sent out a questionnaire and tried to find out the extent of the knowledge or rather ignorance of the various professional groups concerning these problems. A very large percentage of the questionnaire was not returned at all and the few that were returned revealed that even some of the most highly placed people did not know what power politics were in existence. They were hopelessly out of touch with the present day happenings. That state of things has to be corrected and we should make a beginning in the school and provide some sort of course that may ensure a knowledge of the fundamentals.

I feel honestly that some sort of course in Comparative Religion may also be given with great advantage. It will pave the way for inter communal understanding and harmony These can replace the present day emphasis on theology in Universities that are called denominational. In place of Muslim Theology for the High School students and for other subsequent stages, we should have a course in Comparative Religion. We should present what may be called common ethical principles of all religions, which should emphasise similarities rather than differences. Differences have been emphasised too much.

RAJENDRA SINGH LT-COL.

14 (c) This co-ordination is only possible if a high-powered committee at the Centre lays down the various roles for the universities depending on their location and facilities available.

RAM, KUMARI S

1 The existing schemes do not yield a liberal education because of the defective school foundation and wrong methods of teaching.

5 (b) It should be possible to study any language and literature one fancies at some University in India. Among a group of federated Universities one could specialize in Latin and the more common European languages, one in Arabic and the languages of the Middle East, one in Sanskrit and our Indian languages, one in Chinese and Japanese. Languages of smaller groups such as Swedish, and African language, could be at just one University in India.

7 It has not come to my notice that there is less interest in the B.A.

8 Undergraduate courses do not fit students for work in applied and technical branches because the teaching is too narrow

RAMAMURTI, A.

6 (a) Humanities must undoubtedly be given a very high place in University courses.

(b) No On the other hand, glamour for Science is over-balancing other aspects of education.

RAMANATHAN K. R.

3. (a) Only certain groups of subjects should be allowed. There is nothing to prevent a man interested in a subject outside the curriculum, from studying it.

4 (a) Teaching elements of Science including hygiene and the fundamental laws of the land should be made compulsory Practice of ethics by leaders and teachers is more important than teaching formal Ethics. Formation of Active Social Service groups should be encouraged.

5 (a) A few universities teach some foreign language. For example, students appearing for M.Sc. in Bombay have to pass a preliminary examination in French or German.

5 (b) I think there should be a few selected Universities in India (say Delhi Bombay Calcutta and Madras) where well-organised Departments for the study of foreign languages should be established Both English and French should receive adequate attention. Russian and German should also be taught. There are the Asiatic languages like Chinese, Burmese, Japanese, Persian, Arabic and Javanese. For manning the Foreign Services, we require graduates with knowledge of foreign languages.

6. (a) I am afraid that the Humanities are getting relegated to the background in the Science courses.

17 (a) & (b) Post-graduate courses in modern Hydrodynamics and Aerodynamics and in Geophysics. These subjects should be introduced as special subjects for M.Sc. at least in some universities. Universities proposing to introduce these subjects should have adequate laboratory and library facilities.

RAMANUJACHARIAR, R.

Oral Evidence.

I would like to have Honours and post-graduate courses in Philosophy developed here (in the Annamalai University). We are doing Intermediate work.

It is not altogether correct to say that there are no students. In these parts there is a growing interest in Savia Sidhanta. In other Departments it is done on the linguistic side and not on the side of philosophy

RAMANUJAM, MANNAWALA.

1 In our opinion the present schemes of study in the Universities in the Madras Presidency do not appear to give a satisfactory liberal education to the under-graduates, specialisation starting in the School stage is carried up in the University education.

2. Such a combination may not be popular

3 (a) Combination of all kinds of subjects might be permitted but often in Colleges, owing to financial and time-table considerations, only certain select combinations are permitted.

(b) It is a matter for the Academic Council of the various Universities to decide.

4 (a) It may be desirable that up to the Intermediate stage Arts and Science subjects are combined in due proportion.

(b) By making it possible for students to read or by prescribing books on World History and International Relations coupled with the study of the evolution of culture in various countries.

5 (a) Excepting English, for the study of the modern European languages meagre provision exists. There is little demand for such languages except in the case of advanced Science students who require some knowledge of modern languages like German and French for purposes of their study In this University French is taught as an optional language. But with a subsidy from the Government of India it may be possible for many Universities in India to start courses of instruction in foreign languages. Diploma courses may be offered for these languages.

6 (a) The Humanities have gone to the background in recent years on account of the emphasis on Science in Universities and also because of the public demand for Science graduates.

(b) No. It has not been possible to maintain the balance because of the increasing demand for admission to the Science courses by students.

7 (a) The materialistic tendency of the present day

(b) No, but it is inevitable.

(c) It is possible that in the new order of things, the languages, History and Economics, may become more popular with the students.

8. It depends upon the standards of teaching aimed at by the Universities.

At present no and they are not intended to be. If desired, the object may be achieved by suitable modifications in the courses.

9 Yes, definitely for degrees. There should be no objection to giving instruction in or recognising diplomas too.

10 Definitely yes.

11 The implication of segregation is not clear If a separate institution is established, it should be self-sufficient. If it forms part of a bigger institution there is no objection to the common facilities being made use of. What is important is that adequate provision should be made for efficient teaching and practical training in the subjects included in the course for the particular profession.

12. Existing institutions may be either brought under the control of existing Universities or allowed to continue to function as hitherto. Raising them to the status of Universities (*i.e.*, of single Faculties) is not recommended.

13 Such association may enable the Boards of Studies to suitably modify the courses in the light of facilities available and the needs of the country but the importance of fundamental research in University education should not be lost sight of.

14. (a) Fine Arts, Indian systems of Medicine, Tamil language and specialised courses in languages, South Indian History and Sciences including Engineering, etc.

(b) Arts and Sciences, up to the Pass degree stage without doubt, and even to the Honours standard in all Arts subjects at least, if it is not possible to introduce Honours courses in Science subjects on account of financial inability Honours teaching will pull up the level of instruction.

(c) This information may be gathered by the Inter-University Board with reference to the several Universities of the country and the provision available for the study of each subject in the Universities.

15 (a) (i) No in this University

(ii) Yes, in this University

(iii) Yes, in this University

(b) By giving mutual representation on the governing bodies.

16 (a) Fine Arts can have but a limited scope in Universities.

(b) Yes, separate institutions be started for the advancement of Fine Arts.

(c) Music and Dancing—Tanjore.

Painting and Sculpture and modelling—Madras (as there is a school of Arts)

Temple Architecture—Madura.

17 (a) Yes. Geology Geography also Anthropology Sociology Architecture, Archaeology and a number of other modern subjects may be provided for

(b) By liberalisation of Government grants towards buildings and equipment for starting these courses.

RAMASWAMI, E. K.

5 (b) Yes. Each university in a region should provide facilities for teaching of one foreign language and there should be no duplication.
There should be no provincialism in admission.

7 (c) Law and Commerce courses should be open only to Arts undergraduates. In recruiting for non-scientific posts Arts graduates must be preferred and courses of study suitably altered.

8 No.

Not possible at that stage to include applied and technical subjects. Well thought-out post-Secondary diploma courses should be started. In Madras some years back they had Mechanical and Eelectrical Engineering as one of the optional subjects but the scheme was not a success though they continued the study of these in the B.Sc. courses also.

9 Yes, both.

10. Yes. Professors should be associated with the industries and allowed consultation practice.

11 Segregated but certain amount of coordination specially in the field of research is necessary

12. Under existing universities.

14 (a) Mining, Metallurgy Chemical Engineering and Industrial Architecture, Tele-communication and Ground Engineering may be added to the other more common courses of Engineering.

(c) Some branches like Mining may attract only a few students and it would be economical if the neighbouring province and states pool up their resources and send their boys for training to the university where there are facilities for tuition in these subjects.

17 (a) Aeronautical engineering, Mining Metallurgy (There are no provisions in South Indian Universities for the above.) Agricultural Engineering and Marine Engineering.

(b) The above must be organised on a regional basis and courses distributed between several universities.

RAMASWAMY P

2. The organisation of a course of study in India, similar to the Oxford, "*Philosophy Politics and Economics*" Honours Course would certainly go a long way towards securing a balanced intellectual equipment in the University graduate.

4. (a) The teaching of ethics or philosophy as compulsory subjects would go a long way towards assuring a wholesome attitude towards life. But care must be taken to see that these are of a liberal and not of a dogmatic type. They need not be based upon any of the historical

religions in their dogmatic forms. Likewise a knowledge of the elements of science is indispensable in modern conditions.

(b) A bird's eye view of human progress in different countries and an outline study of the administration in U.S.A. Russia, England, France, would help to foster a world consciousness.

6 (a) One of the regrettable features of the modern University education is the fact that the teaching of the Humanities has come to be looked upon with disfavour on account of the prevailing craze for Sciences. It cannot be denied that for making up a complete personality humanistic studies are very essential.

15 (a) This same craze for Sciences has been responsible for the practical banishment of the study of Philosophy especially of Indian Philosophy from the Universities. The Indian graduate should have a certain flavour of philosophy distinctive of his country.

16 (a) It is likewise a matter for regret that there is no place for Fine Arts in the Universities now. And yet, it cannot be doubted that a taste in Fine Arts is a necessary part of liberal education for any young man or young woman.

RANGACHARAYA ADYA.

If we place the first emphasis on Personality Building, it is essential that every student must have a course of study which helps him to know and respect his neighbours, to be proud of his country and tradition and to look at the whole world as one. Only the following subjects can give him such a mental outlook, *viz.*, the Classics Philosophy and World History. It is essential that these subjects are made compulsory for the first year and are studied not with reference to text books and but as a whole subject. It is the general outlook and criticism rather than the meaning of words that must be studied. Corresponding to this the Science students should study the same subjects as particularly affect their course. In addition to these the student may select any one subject which he is going to study specially throughout his university career. In the case of language comparative study with other (including foreign) languages must be encouraged. In certain case, a subject must always be grouped with another subject, *e.g.*, Economics, either with Mathematics or History. History either with Philosophy or Geography. Mother tongue with the allied classical language, etc.

RANGAIYA M. VENKATA.

1 The present courses do not yield a satisfactory liberal education to the undergraduate. The outlook of students is narrow. Some know a little of Science and some other a little of Humanities but no one has a broad view of life in general.

4. (a) Love of country etc., is best fostered by a study of the country's history and civilisation not in isolation but in relation to world history. This will keep the balance between nationalism and internationalism. Every student of the University should devote part of his time to this kind of study.

6. The place given to the teaching of Humanities is most unsatisfactory Philosophy has lost its place. There is little encouragement for Politics as a separate branch of study There is no provision for sociology Law is not taught in a broad and comprehensive manner Sanskrit and all studies connected with Sanskrit have lost ground. Science and Technology are being over-emphasized and no endeavour is being made to maintain a sound balance between Humanities and Science. This is a sad state of affairs and it is both a symbol and a cause of the decadence that we find in the country to-day To this is to be traced the loss of faith in all spiritual and moral values which is characteristic of the youth at present.

15 There is not adequate provision for advanced study and research in Indian Philosophy and culture, Indian History Indian Literatures and Languages. This is due to the over-emphasis on Science and to some extent to prejudice against Sanskrit and classical culture of India.

RAO A. G RAMACHANDRA.

5 Provision must be made to introduce modern foreign language-teaching.

12. Independent existence is desirable.

15 (a) No adequate provision more specially regarding (ii) and (iii)

16. Fine Arts departments may be formed. Institutes for Fine Arts may also be encouraged.

17 Many Technological courses of study are lacking now They may be introduced.

RAO G VENKAT

2. Modern Greats is a nicely balanced combination no doubt. But at present it is not feasible for want of capable teaching personnel well grounded in all the three subjects.

RAO. H. S. MADHAVA.

(1) Yes. Provided more stress is laid on the application of the theoretical principles to practical life.

4 (b) (i) By opening course of Public Administration.

7 (a) Frustration in life. Opening of several courses, *e g.*, Journalism, Public Administration, debarring Science Graduates from Law Course to which a Degree in Humanities alone will be a qualification.

(11) Yes. Should be segregated.

(12) Should be raised to the status of independent University

(14) (b) National languages, languages of the province, Humanities, Mathematics, Commercial subjects and English.

(16) (a) Fine Arts have no place.

(c) Mysore. Madras, Trivendrum (South India)

(17) (a) Yes. Journalism, Administration, Business Management, Co-operation, Printing and Publication, Library course, Domestic Science, Civics and Hygiene, Social sciences, Aviation Naval Engineering.

RAO, V C. VESAVA.

1 No.

4. (a) Yes.

14 Naval Architecture and Ship-building and Geology in Andhra University

17 (a) Actuarial Science.

RAO V K. R. V

In addition to B.A. Pass and B.A. Honours degree as at present constituted, there should be Honours degrees similar to the Modern Greats of Oxford in fact, we have such a course in Delhi. I would extend this principle of mixed Honours courses to cover not only this combination of three subjects, but also to cover other suitable combinations, *e.g* Economics, Mathematics, and Statistics, or English, Hindi, and Urdu or Philosophy Mathematics and Law

I am of the definite opinion that University education ought to include an item specially contributing to nation-building. I would suggest that this could be done by making compulsory for all graduates (including Arts, Science, Law Commerce, Agriculture, Engineering, Medicine, etc.) a subject Indian language and culture consisting of two papers, one on the Federal language and literature and the other on the main ingredients of Indian culture and philosophy

Oral Evidence.

The strength of a nation lies upon the recognition of its heritage. A just sense of pride in the Past is necessary It is extremely important that there should be a proper appreciation. Nothing is being done in Indian Universities at the present moment to make the Indian conscious of his heritage either in the matter of toleration or in the matter of Architecture or his contributions to Civilisation. I would strongly urge that something should be done so that every Indian Graduate gets some minimum understanding of the heritage of this country

RAY P

(b) By laying particular emphasis in education upon the cultural and international aspects of Science, Philosophy and Ethics.

REDDY D V S.

17 (a) No University in India has made any provision for study and research in History of Medicine, in spite of the vast and unexplored field available though this branch of learning is cultivated in Europe and America both in the Humanities and in Medicine. Every University for teaching Physical and Biological Sciences should start a section for the teaching of Physiology in the Inter B.Sc., and M.Sc. levels and also provide research degrees.

RIZAVI, SYED MASUD HASAN.

(b) I would recommend the establishment of a separate Faculty comprising several Departments for the study of all the important languages of Asia and Europe—Persian, Arabic, Chinese, Russian English, French and German.

SAHU LAXMINARAYAN

2. Yes.

3 (a) All kinds of subjects.

(b) Yes main and subsidiary

4 (a) Yes.

(b) The best way is not to foster love of the country citizenship, etc. at all. Leave the students to acquire *pure knowledge* practical knowledge. In fact, Nationalism narrow or broad, is the bane of the modern world.

6. (a) No.

(b) No

9 Yes.

10. Yes.

11 Higher technological training should be segregated.

14 In Orissa, Social Sciences and Archaeology and Painting.

15 (i) No.

(ii) No

(iii) No

16. (a) Very high place should be given to Fine Arts in every University

(b) Separate University if possible for every School of Arts such as Orissa School, Muslim School of Art.

(c) Bhubaneshwar in Orissa for Fine Arts and also Sculpture.

17 No.

SANTHANAM, HON'BLE K.

9 The Degree in a technical course should signify training in a technical college. Technical diplomas should continue to be given by specialised agencies as at present.

16. I think that Fine Arts should continue to be taught by separate institutions. There seems to be however no objection to have a separate University for affiliating such institutions and awarding Degrees and Diplomas.

SARKAR, N K.

1 No satisfactory liberal education to the under-graduate will be possible unless we improve the teaching in our High Schools.

7 (a) Arts graduates do not get well-remunerated employments these days. Many of them seek jobs in schools where the pay and prospects are not at all tempting Some of them become lawyers only to starve as the bar is over-crowded. The Science graduates on the other hand find better avenues of employment in mills, factories, mines, etc. Hence the decline in interest in B.A. courses.

We should improve the prospects of school teachers to attract meritorious Arts graduates to the teaching profession.

SARMA, ANANTA TRIPATHI.

Oral Evidence

I want to represent that Oriental Learning should be recognised in all Universities. I see that there are certain Universities which do not even recognise the introduction of Oriental studies in their curricula.

Different Universities have got different provision for the study of Sanskrit. In Hindu University they have got 6 years course whereas in Madras, Andhra and Annamalai there are 4 years courses. There are certain Boards and Associations here in Orissa and also in Calcutta which confer degrees and there also is the same disparity and no uniform standard. My suggestions are that there should be separate institutions for Oriental Learning, there should be standardisation and equal facilities should be given to Pandits who should be respected as well as other scholars.

Secondly I would suggest that the nature of study should also be standardised. We do not have modern thought in our course whereas in Andhra they have introduced modern thought. The ancient learning should be modernised.

I would further suggest that the Pandits should be treated equally with the teachers of the colleges and schools. Now they are treated as a different class

SARMA, D S.

14 Colleges for a Bachelor's Degree in a number of branches of study may be established in all universities but each university might specialise in one branch only—for example Marine Engineering in one, Aeronautics in another Heat Power Engineering in a third, etc. so that each university may be equipped with at least one type of set-up comparable to that of any other university in the world.

SASTRY M. P. L.

The large number of undergraduates and graduates with half-baked and ill-digested scientific knowledge having no right outlook on life, is a problem to contend with. If this large section of young men and women are to be fully utilised for the service of the country it is necessary to give them proper training in Humanities which will give them necessary equipment to face the problems of life.

SASTRI, T. R. VENKATARAMA.

2. I am in favour of the introduction of a course of study similar to the "Modern Greats" of Oxford

6. Some mode of making science students learn something of the Humanities and of students in the Humanities learning elements of science must be devised.

SEKHAR, INDU

2. Yes, that is desirable. But that course instead of being merely academic must be organised in keeping with the spirit of Indian life and culture.

3. (a) Grouping of subjects is desirable.

(b) In case of grouping, yes.

4. (a) Yes, and this should be introduced at the pre-matric stage.

(b) Extension lectures on national and international affairs should be organised. Courses in international affairs may be introduced.

5. (a) English is the medium of instruction. Besides that there is no adequate provision for teaching other foreign languages.

7. (a) Because it does not promise a good career

(c) Reorganisation of B.A. courses so as to make them interesting and attractive to ensure, with the help of the Government, better prospects for those who take up B.A. Courses.

12. They should be brought under the control of the existing Universities.

16. (a) Fine Arts have hardly any place in the present system prevalent in Indian Universities.

(b) Yes.

SAVOOR, DR. S. R. U

7. There is no doubt that at present there is a great decline in interest in the B.A. courses. Science courses are popular as they are expected to give better prospects for employment. Secondly there is a tendency to avoid study of languages, especially Indian languages and even study of English is limited students prefer the B.Sc. courses even to the B.A. Science courses where they are offered. This is a very unfortunate state of affairs, especially in view of the fact that the study of the regional languages and teaching in the regional language has become very

important. I would suggest that it may be made a rule that all teachers of the higher forms in Secondary Schools should be B.A.'s and not B.Sc.s. This will not prevent students taking up science if, as in the Madras University there are B.A. courses in Science also but with only two optional subjects, one main and one subsidiary instead of three subjects which are usual for the B.Sc. courses.

8 It is desirable to restrict employment of workers in applied and technological branches to M.A.s and M.Sc.s in those subjects.

10 Facilities for research in applied science and technology should be provided by the Universities as far as possible.

SEN T

7 (a) The reason for decline in interest in the B.A. courses is attributable to the number of unemployed or ill employed graduates. This again is due to two reasons—firstly the standard has gone down considerably and secondly the curriculum has not been drawn up to meet the changed needs of the country and society

(b) Yes, to the extent that overcrowding in the study of Arts is being more properly balanced by greater interest in the study of Science.

(c) To prevent decline to the point of detriment the standard of teaching and examination should be improved and the syllabus suitably modified. Now-a-days education is incomplete without the basic knowledge of science including Mathematics. There are far too many B.As. to-day quite ignorant of this basic knowledge which is necessary to round off the intellectual equipment of a man in these modern times.

12. Those centres of higher technological training that are maintained by Universities may remain. Those existing independently should remain independent but should be raised to the status of University by adequate financial grant from the Government.

SESHAIYA, R. V

3. Combinations should be elastic enough, if possible.

4 (a) Yes, metaphysical discipline and training in scientific method are invaluable for every one.

(b) A University should be international (cosmopolitan) There should be no place in it for "tabloid" thinking in the name of patriotism and no scope for slogans and mental epidemics.

5 The fashion at present seems to be to hate foreign languages, forgetting that "he who does not know other languages does not know his own"

7 (a & c) Want of planning and organization and undue cheapening of the Honours degree. Admission to the Honours courses should be only for the brilliant students.

9 They may be left to institutes controlled by universities.

10. In fundamental aspects of these sciences.

12. They may be constituted into separate institutes controlled by the existing universities.

17 (a) But they can wait till the branches already in existence have developed properly

SETHI, B. L.

1 (a) Yes. Judicious grouping be allowed.

(b) *All subjects should be on equal footing, except in the Honours* School Course.

2. (b) Suitable books on the life of persons who have devoted and sacrificed careers for the country and have developed citizenship by their personal life should be prescribed in all the classes from Primary classes upwards. Books showing the harm caused by narrow nationalism should also be available and prescribed for the classes. Teachers of *character and of wider outlook should be appointed as far as possible.* Teachers should be encouraged to travel in India if not abroad.

3 No The present syllabus should give the fundamentals which may later on be utilized in applied and technical branches.

11 Should not be segregated from higher education.

12. Should be brought under the control of the Universities.

SIDDALLINGAIYA, DR. M

The present day water-tight compartmental system of grouping subjects separately as Sciences and Humanities and further narrowing down of selection between the different Sciences and between the different subjects under Humanities must be done away with immediately

New courses of study on the basis of the needs of the individual and society and on a much broader basis than at present with the definite aim of *helping the individual to earn a living, to live a good life as a* citizen of the country and of the world at large must have to be worked up This is indeed a tremendous task and needs the co-operation of experts in Education, Psychology Economics, Politics, Sociology Philosophy and Everyday Science. In fact the whole success of re-organization of University education hinges on the framing of new type courses of study and new type examinations.

SINHA, DR. H. N

1 Properly integrated combination are necessary I do not think that the existing schemes of study yield a satisfactory liberal education to the under-graduate. The courses of study are not properly integrat ed and all sorts of combinations comprising subjects that have little basic affinities are permitted. This should go. Properly integrated

combinations of subjects should be prescribed by the University like the "Modern Greats" of Oxford. Beyond that there should be no limitation imposed on the choice of the student in the matter of his studies. Ethics, or Philosophy or Science need not be forced on him if he does not want it.

2. (b) Foreign languages and literatures. There should be adequate provision for learning the languages and studying the literature of the progressive countries of the world and for this purpose a department of foreign languages should be organised.

(c) Inculcation of a respect of human values. To-day there is a good deal of conflict in the idealogies of the nations and these idealogies arise out of a lack of poise in their outlook in life. Some of them are too much fascinated by the material wealth and power that natural sciences have yielded, others are too much engrossed in the reconstruction of a new social system with new social and moral values, and yet others are deeply wedded to the belief that the spirit of man can *attain its fullest freedom if it spurns material wealth and power* These have led to an undue emphasis on the pursuit of various types of knowledge. An appropriate assessment and synthesis of these differing types of knowledge is necessary to create a balanced outlook. Now the Universities of India should lead the way here.

SRI RAM.

16. (a) The training in Fine Arts has become much more important on account of the disappearance of the Indian Chiefs and Landlords who were the traditional patrons of such cultural activities. At present only such Universities as Shantiniketan cater for aesthetic education. The passing of examinations in the academic sense does not mean anything in this field. Some thought should be devoted to devising means of comfortable employment after a course of education in the Fine Arts.

SRINIVASACHAR, S.

3 a. Only certain combinations.

b Among optionals, no such distinction.

4 b Teaching world History with special emphasis on such aspects and elements as are likely to promote the development of a cosmopolitan outlook.

7 a. The belief that it does not pay it has no cash value.

11 Should be segregated.

12. Should be brought under the control of the University

14. a Mining and Metallurgy Forestry Agriculture and Commerce.

b All subjects, Science and Arts.

15 b. The question does not arise as, according to our scheme, all research work is the responsibility of the university

16. a. It is desirable to establish a separate institute for Fine Arts.

STANISLAS, REV SISTER MARY

3. Certain groups preferable.

4 (b) By a proper handling of the country's history by providing opportunities for corporate life and citizenship training, by teaching world history especially of modern times, by giving greater prominence to current events.

STEWARD COLLEGE, CUTTACK, PRINCIPAL AND SECRETARY OF

(4) (b) Moral regeneration. This must begin at High School level or preferably earlier

(7) (a) World trends—rise in interest in Science.

(c) Inculcating wider interest in schools.

SUNDARACHAR, C. K.

The existing schemes of study do not, in my opinion, give a liberal education to the under-graduate. Several universities continue to insist on a high standard of instruction in English language and literature as well as in the vernaculars, along with specialization in a selected group of optional subjects. This is tending to make university education "lopsided" Both in the Secondary-School stage and the college Intermediate course it is desirable to make the study of world history Civics, Physiology etc. compulsory reducing the "load" in compulsory English and the Vernacular This measure will not only raise the standard of liberal education, but will also help to make B.A. course more popular

SYED, DR. M HAFIZ.

4. (a) I consider it highly desirable and in the interests of the pupils that some teaching of Ethics, along with an elementary knowledge of Psychology and of the general principles of Science, should be compulsory to ensure a sound attitude upon life.

(b) The only way to foster love of the country citizenship etc. and to ensure against narrow nationalism, is the study of History modern and ancient, of India, with a correct perspective and Civics.

THADANI, N V

7 (a) The present B.A. Courses do not make for a liberal education. At the same time students are taking more keenly to Science.

(b) I do not think so.

(c) I would broaden the scope of the Arts Course, and include Science as one of the subjects in this course. This was permitted till some years ago Science is provided for by the University here, and that would create some administrative difficulties. However I would allow Colleges to provide for Science upto the Pass Degree standard, and include it as one of the subjects for the B.A. Pass Course.

I would raise the B.Sc. standard so that, only those interested in Science as such take to this course.

14 (b) I would provide for all the main courses of instruction in the different branches of knowledge, as at present, at every educational institution. I would concentrate only highly advanced courses of instruction of a very specialised character at some Universities. Certain Universities have obvious geographical historical or other advantages, for instance, the Delhi University can specialise in Political Science and Modern Indian History

TRAVANCORE UNIVERSITY OF

1 No. This might be achieved if more incentive was given to the study of Humanities.

2. Yes.

3 (a) No university allows combination of all kinds of heterogeneous subjects. Grouping of a liberal kind is essential.

(b) Yes.

4. Some basic teaching of ethics and of the elements of science is desirable. But this problem should be tackled at the school stage.

5 It is not possible for all Indian Universities to make provision for the teaching of all foreign languages. Provision may be made by the different universities for such languages or groups of languages as they find practicable.

6. Adequate provision is made for the study of the Humanities in Indian Universities. But there is not sufficient incentive for students to choose them.

15. There is adequate provision in this University for the study of these subjects.

16 (a) This University has a Faculty of Oriental Study and Fine Arts, though Music is the only subject taught under Fine Arts

(b) The Fine Arts are better studied in institutes specially founded for the purpose.

UNIVERSITY COLLEGE WALTAIRE (PRINCIPLE AND DEPARTMENTAL HEADS)

2. Yes. But the course will have to be carefully formulated with a proper appreciation of the filiations between the subjects included in the group so that the course may be a whole, and not a hotch-potch. The possibility of other similar groups with other optional subjects may also be profitably explored.

3 (a) Promiscuous combinations of all kinds will make the mind a dust-heap. Groups should be formed only out of related subjects.

4 (a) A "*sound attitude upon life*" *must of necessity be the unitary* view *viz.*, that the Humanities and the Sciences are inter-related social modes. The provision of a certain amount of basic Science for students of the Humanities, and enough of the Humanities for Science students, will increase the range and depth of understanding of both.

4 (b) *Much would depend upon the staff, their intellectual* and moral equipment, and their behaviour to their colleagues and students. A proper organization of students social activities, organization of study and discussion groups, popular unbiassed lectures on national and international affairs, etc. may also be recommended.

5 (a) There are diploma courses in French and German in some Indian Universities. It is, however necessary to make provision for more facilities in this regard. Evening classes, vacation courses, etc. in French, German, Russian and other important modern European languages may be organized at every University centre.

(b) In the immediate future, a beginning may be made by associating one other European language and literature as a subsidiary subject in the English Honours course. In the long run, it may be possible to have courses comprising any two foreign languages, one as the main subject and the other as the subsidiary subject.

6. (b) In the formulation of curricula the tendency is to accentuate rather than lessen the growing chasm between the Humanities and the Sciences, with the result that we turn out either anaemic humanists or "technically well-equipped barbarians" Secondly an endeavour should be made to persuade students who are unlikely to cope with an advanced science course to desist from taking that course.

7 (a) It is assumed by the students that the B.A. degree now offers little prospect of future employment, whereas a science degree is a sure pass-port to success.

(b) The unashamed worship of narrow utility cannot be a healthy development.

(c) The following measures may be suggested —

(i) the B.A. course should be re-organized through an integration of a few related subjects that will give the student a philosophical, historical and synoptic view of man set against the background of the present.

(ii) very early specialization should be discouraged.

(iii) better scales of salaries for teachers in schools as under the Sargent Scheme, will attract many graduates to the profession of teaching.

(iv) Universal Primary education will need an enormous number of teachers and students should be told that B.A.'s will have an equal chance with B.Sc.s in the matter of employment.

11 Higher technological training should not be segregated from other branches of learning. It is very desirable that students of technology should rub shoulders with students of Pure Science and of the Humanities in the day-to-day social and intellectual life of the University

12. The existing technological institutions may be brought under the control of existing Universities if there is no such University in the neighbourhood, they may continue as they are but they should not be raised to the status of independent Universities.

13 Government and industry should finance the entire cost of the University Departments in Applied Science and Technology while the Departments of Pure Science would have to be financed out of University funds. The chief aim of the University Science Departments should be advanced teaching and research in Pure or fundamental Science.

14 (a) Marine Biology Marine Engineering and Electro-Chemistry and Sugar Technology are some of the branches of knowledge for which provision for teaching and research may be conveniently concentrated at the Andhra University

(b) The fundamental subjects, in the Humanities as well as the Science, should be taught in all Universities, and facilities for research should be provided for them wherever feasible.

(c) The optionals should offer a wide enough choice for the individual teacher with particular predilections, to give the full benefit of his

specialized scholarship to his students. Advanced specialization is a matter of organic growth round the personality of an individual teacher or researcher of genius. An artificial sharing or distribution of subjects between the Universities, or an artificial increase in the number of Professorships in a Department, may not bring about the end in view

15 (a) Humanistic studies are very much under a cloud just at present, and it is not surprising that Philosophy Languages, and History are among the languishing Departments in our Universities.

(b) These institutions, may be recognized as post-graduate research centres, and subject to conditions, research workers of these institutions may be permitted to submit theses for the research degrees of Indian Universities.

16 (b) University Departments in the Fine Arts may be organized, but there is no point in instituting a separate University

VAIDYANATHASWAMI, R.

11 Higher technological Institutions should be distinct from Universities, but should not be segregated from them. It should be possible for a Science graduate to have technological training and also have post graduate Science courses.

VISWANATHA, A.

8 Under the name of bifurcation or giving a bias to crafts, there is a tendency to neglect Pure Sciences in the under-graduate courses at present. This results in young students not being properly equipped for work in applied and technological subjects. A remedy for this will be to insist on a higher standard in the basic Sciences, *i.e.*, Mathematics, Physics and Chemistry

9 Universities should confine to degrees only For diplomas a separate Technological Diploma Board should be established in which Professional Institutions such as the Indian Institution of Engineers, Employers and Organisation, Technical Representatives of Government, of Industry of Railway and similar departments or nominees of associations representing particular trades. Principals of technological Colleges, etc. will be members. The Board should be reconstituted every 5 years.

10. Yes.

11 Technological Training and Education should be separated from other branches of higher education.

12. Technological Institutions should not be brought under the control of Universities but they should have the status of independent Technical Universities. They should seek recognition and co-ordination with Industry Trade and Commerce whose patronage alone will help them to give the maximum benefits to the country Bringing of Technological Institutions under existing Universities would perpetuate the present state of affairs wherein Technological education is absolutely divorced from Industry Trade and Commerce whose needs they are to serve.

WADIA, A. R.

3 (a) Certain groups.

7 (a) Because of the comparatively more numerous openings for Science graduates.

(b) No as B.A. course for an average student is more suited than B.Sc.

8 Yes after some little training in that particular line.

14 (c) In principle the idea is nice.

16. (c) Gwalior can be made a centre for music.

17 (a) Archaeology is not taught in any University It may be introduced.

WADIA, P A.

1 I definitely believe that the existing schemes of study for the Degree courses do not yield a satisfactory liberal education.

4 (a) It is very desirable that elements of Philosophy should be made a compulsory study for all Degree courses in Arts or Science. Such a course in Philosophy would be a means of offering a proper perspective and would also act as a corrective to the specialisation which would follow at a later stage.

WEST BENGAL COLLEGE & UNIVERSITY TEACHERS' ASSOCIATION.

1 Relative, not satisfactory

3 (a) Groups.

(b) Yes.

4. (a) Depends on stages.

5 (a) Provision for English.

7 (a) Economic.

(c) Adequate steps to be taken at pre-university stage. Provision of facilities for employment after graduation.

8 No.

11 It should be run separately but there should be mutual connection between technological and university education.

13 Faculties for Degree course.

14 (a) Specialization according to requirements when more Universities exist.

(b) General Humanities and principal Sciences.

15 (b) Exchange of specialists.

16. (a) Negligible.

(b) Yes, *e g.*, The Visvabharati.

(c) Visvabharati.

17 (a) School of Social Sciences, on the lines of London School of Economics.

(b) Opening of a department in the University

QUESTION VI.

ABRAHAM, K. C.

Professional work demands quite a high quality of legal equipment. It is for those who want to be actively engaged in the profession that we want the three-year course.

Jurists cannot be produced unless the students are given a very sound and broad foundation in Law You can have a Law Degree after the Matriculation, but those who possess this would not be fit or be entitled to practise the profession of Law After Matriculation, along with some other subjects, they can have a smattering of Law Or even in the B.A. Degree, they can have a specialised course of Law but that is not enough for a profession. In the report we have submitted, we have suggested a three-year course. The subjects prescribed are going to be of very great importance to the Indian Union hereafter Mercantile Law including Company Law and Insurance Law is of growing importance in the profession. This three year course can be given with instruction in legal Procedure which is also absolutely necessary The apprentice course of one year in which the students attend the courts and chambers is not certainly sufficient for the purpose. Unless he is given some sound lectures in the course of one year he will not be good for the profession. That is why we have included Procedure also in the course of gradution in Law

Regarding the proposal for establishment of an All India Council of Legal Education for purposes of co-ordination I would say that I am afraid that this co-ordination may instead of getting progress in Legal education, bring down dead level standards, in which you will be all of the same standards as in U.P The centralising institution can only teach the minimum standard. If a minimum standard is fix ed, every university will try to keep only that minimum standard.

ACHARYA, C. M.

1 (a) It is not.

(b) Better provisions should be made in Public Administration, Law etc.

The Universities can make provision for theoretical teaching and practical demonstrations already suggested above (*vide* answer to question No 7(c)/IV)

2. (a) (i) Duration of Law courses ordinarily 2 years Honours courses 3 years.

Those who would have taken up theoretical part of Law as suggested already may be allowed six months exemption both from Pass and from Honours course.

(ii) Whole-time and part-time Lecturers should be there the part time Lecturers must be selected from amongst eminent lawyers at the Bar They should be properly compensated.

(iii) The time should be 2½ hours in the morning and 2½ hours in the evening. The classes should not be held during the period from 10-30 A.M. to 4 P.M.

(iv) Students of Law may have M.A. but for one year they must drop out, as is the rule in the Patna and in the Utkal Universities.

(b) (i) *Subjects to be taught in the University*

Jurisprudence.
Roman Law
Constitutional Law
Hindu polity
International Law
Civil Procedure. } In outline
Criminal Procedure. }
Penal Code.
Contract and Torts.
Law and Evidence.
Hindu Law
Laws relating to incorporeal rights.
Rules and Interpulation of Statutes.

(ii) Detailed study of procedural Laws and other Acts and Statutes.

AIYANGER, RANGASWAMI.

Oral Evidence

It is due to the security of urban service and the comparative unattractiveness of the rural parts due to want of rapid communication that agricultural graduates don t go to villages. Even the classes of farmers, when they get trained in Agriculture, do not want to take to the quiet life of the village.

The major population of India consists of Agriculturists, and would continue to be so We cannot give up agriculture. We are trying to train men to be educated agriculturists. The moment they received this education they would not go back to land, because there are other alternative offerings.

Agriculture is a mode of living. The Services should be broad-based. A definite agricultural orientation should be given to all public services. An officer if he is an agriculturist, would disseminate ideas about agriculture, even though he was in the revenue line.

AIYAR, K. BALASUBRAMANIA.

2. (i) Opinion has been expressed sometimes that the two years course obtaining at present in the Law Colleges may be increased into a three years course and the subject like Civil Procedure Limitation, Land Tenures, Income-tax, International Law and Constitutional law etc., may be added to the existing subjects of study

AKSHAIBAR LAL.

(b) (i & ii) Universities should specialize in giving a good grounding in subjects of theoretical and academic interest and should leave the so called practical subjects like Civil Procedure, Pleadings Criminal Procedure and Tenancy laws to the Bar Council. The foregoing subjects may be deleted from the LL.B Course and in their place subjects like Commercial Law Public and Private International Law Social Welfare legislation, Industrial legislation and Federal Law should be introduced. Teaching in other subjects at present included in the LL.B syllabus should be made more intensive by combining the lecture and the American "care-method" whenever practicable.

4 (d) Unwillingness to get back to the rural areas is only partly due to the fact that products of the Agriculture Colleges are mere theorist and unfit for practical work. Other contributory factors are given below —

1 Want of irrigation and transport facilities in certain area add to the aversion of Agriculture graduates to return to the land.

2. The glamour of city life.

3 Agriculture is the least paying professions.

(e) The following courses are recommended —

(i) Restriction of admission to the College to those who own not less than 25 acres of land and are dependent on agriculture. Only a certain percentage of landless class should be admitted.

(ii) Courses of study should be so framed as to provide for in the first year intensive training in land cultivation on the small scale of garden and truck crops In the second year cultivation by local appliances while in the 3rd year employment of machinery in cultivation. Practice of cultivation on economic basis should be confined to a few special crops suited to the locality The usual College training should be supplemented by 6 months study of the economic method of cultivation in a commercial farm before the award of Degree or Diploma.

At present in almost all the farms attached to the educational institutions unnecessary extra labour is provided which necessarily spoils the outlook of a farmer

(iii) Immediate steps should be taken to consolidate land holdings.

(iv) Government subsidy in kind, of necessary implements should be made available to such students who desire to return to land and who are not able to provide for themselves.

(v) Love for manual labour should be inculcated even if it be by conscription.

(vi) Duration should not be less than 3 years after the present Intermediate standard. Admitting students after High School as at present in some Colleges and then training them in Pure Science subjects such as Chemistry Physics, Mathematics, English etc., must now be avoided at all cost. The courses must be confined to applied instruction.

Oral Evidence

Generally Agricultural graduates do not go back to their land after graduation. The unwillingness of the Agricultural graduates to get back to the land is due to the fact that they do not find in the villages the social and economic life to which they are accustomed. If life in the villages is improved, the student will gladly take back to land.

There is another difficulty It is, that the land they have at their disposal is very much divided. If the lands could be made into one block, many students will take to agriculture.

In the case of certain students they are not financially well placed and so if the Government is prepared to provide them with implements and other facilities, students would be willing to take to land.

We do not have good practical training in Agriculture. We have very little practical classes. The students in the practical classes simply watch they do not do practical work by themselves. Unless the students do practical work by themselves they will not be able to interest themselves in the particular branch. We must inculcate love for labour

At least half an acre of land should be provided for each student while in college to make experiments and grow particular crops. You must accustom him to actual farming. In the second year he should be accustomed to local implements. In the third year he should be allowed to use machinery and tractors. After he has finished his 3 years in the college, he should at least devote 6 months or the duration of one particular crop in some commercial firms.

AMIR CHAND, LT COL.

3 (b) The present standards of Medical studies in the country are not satisfactory and require good deal of overhauling. Clinical teaching is also of very low standard. Too many students are admitted to

the institutions and the hospitals. There are no special hospitals in the country i.e. Children's Hospitals, Fever Hospitals, Hospitals for Chest diseases, Hospitals for Tropical diseases, Hospitals for Venereal and Skin diseases, etc., etc. There are very few beds available for the admission of Tuberculosis cases. This leads to deficiency of teaching in the special branches.

(c) The teaching of those Medical branches which have advanced in recent years is grossly lacking. There is no arrangement for the teaching of Orthopoedics. There is no institution in India which has any provision for teaching of military aspect of Medical training.

(d) No opportunities or facilities for research in the Medical Colleges exist.

The Medical profession requires auxiliary services such as Pharmacists, Technicians, Nursing etc., etc. The education of these is grossly deficient. The Pharmacists education is being given through a University course but the facilities are very meagre and require augmenting. The diploma courses are not well organized.

As regards Nursing education it is being given through apprenticeship. There is no teaching institution where theoretical teaching can be imparted. The nurses attached to the teaching hospitals are given a few lectures by the staff of the Medical Colleges. When a nurse enrolls herself she is sent straight to the hospital without any preliminary training. It is necessary that there should be a school where they can get 3 months preliminary training and then they should get lectures and demonstration from teachers who have experience of teaching in nursing. There is no arrangement for the training of technicians in hospitals or in research.

AMRIT KAUR, HON'BLE RAJKUMARI.

1 (a) No I would like to draw the attention of the Commission to the need for providing adequate facilities for women's education in universities.

Oral Evidence.

Rural experience is very useful for medical students. As a matter of fact, one of the suggestions made in the Bhore Committee's Report is that one fourth of the period should be spent in rural organisations. There is no reason why the students should not get practice in rural areas. It is not the lack of well-trained doctors but the lack of their proper utilisation. There is a complete lack of utilisation of existing doctors.

Many of the trained doctors are working in urban areas and many of them are not able to make a decent living, though they still stick to Calcutta. I think we should concentrate on utilising to a better extent the available material and side by side other ancillary personnel whose training period is very much shorter. And then there are a

certain number of Ayurvedic people who have been trained recently in modern colleges. Some of them might be used for preventive health work in rural areas. Actually in U.S.A. it has been tried. In the U.S.A. those passed from Ayurvedic and Unani colleges are given six to seven weeks training and then put in charge of rural dispensaries or utilised for fighting epidemics etc. During the outbreak of epidemics they carry out duties such as sterilisation, inoculation of patients, etc. But what I feel is that eventually we ought to think of scientific methods of education, that in future we must give scientific training to everybody and after that send them to hospitals. In the meantime we ought to have research in the system but not as it is today.

The whole programme of rural work should be developed on proper lines. Today doctors are unwilling to go to rural areas because conditions of life are not attractive. Then there is the question of education of children. Life should be made worthwhile.

In so far as curriculum is concerned the Bhore Committee examined it in some details and thought that a considerable amount of lectures could be reduced and more demonstrations put in. The re-orientation of the studies with readjustment of the curricula would make it possible to have the course within the period. There is sufficient staff to give the individual attention to students. But there is very much concentration on lectures rather than demonstration, and so much progress has not been made.

ANDHRA MEDICAL COLLEGE, PRINCIPAL & HEADS OF DEPARTMENTS.

Oral Evidence

Training which the students get in the Pre-clinical subjects in the Intermediate course is not enough.

We want a higher standard, particularly in Chemistry and Biology.

In other Universities they have shaped the Intermediate course to have a medical bias. It is not so here. In the Madras University they have so modified the Intermediate course as to suit the Medical course. Here also such a thing will be introduced.

Our consultation practice is also outside the Hospital. We are entitled to have private practice. The Pre-Clinical teachers cannot have. The Heads of Departments only can have consultation practice.

It does not generally interfere with our work. We see to it that it does not interfere. We have got different hours of work in the Hospital and during those hours nobody is allowed to go out.

I think the scheme followed in Russia of sending students for 3 years to the villages must be applied to this place also. Every Graduate, when he gets th[illegible] his M.B.B.S. must be required to spend at least 3 years in [illegible] improves and the country improves. This mu[illegible]

Many students may not like to do so but the Government must undertake a Service like that and make it attractive. If the Government properly and adequately compensate, the students will go. If people, apart from considerations of pay have a natural liking to do service to humanity they will be inclined to go to the rural area.

It would be a benevolent conscription. Government will have to pay them.

It would be a benevolent conscription. Government will have to villages now The Missionaries have good Hospitals in the villages. If Government build good hospitals in the villages it would be a thing in the right direction. Missionaries are putting up bigger Hospitals more in village parts. It is the only correct thing that will attract young men.

Possibly it may be of advantage if you make the History of Medicine a paper in your course—especially with reference to the Indian Systems of Medicine. One call it a Paper on the History of Medicine.

It is certainly a progressive subject. We have at present a Chair for the History of Medicine. If we can have one with this bias, it will certainly be a step in the right direction. If there is any good in it, it will bring it out and we can incorporate it in our system of medicine.

ANDREWS, DR. G F

The Professional Colleges or Institutes of Physical education at Madras, Bombay Calcutta, Hyderabad, Lucknow Allahabad, Muzaffarpore (Orissa) are not affiliated to any University Professional training in the field of health, Physical education and recreation is yet to be instituted at University or Collegiate level.

ASAF ALI, HIS EXCELLENCY

1 (a) My answer is in the negative, except perhaps in respect of Business. For another five years to come we shall be obliged to send abroad our candidates for studying these subjects at a high level. With special reference to Defence, it is difficult to say whether The Academy which is going to be established somewhere near Poona will fulfil the purpose. I do not, however think that it is within the province of the Universities to meet the demand. Defence, or rather training in the three Arms of the Defence Services, is very highly specialised subject, and I cannot think of any University in India which can possibly undertake such a task. Special institutions have to be established for the purpose, and I am definitely of the opinion that under the present scheme of the Government the fuller need of producing the right stuff for the Indian Defence Forces will not be met by even half a dozen Academies. The Academy near Poona will be concerned with only the Land Army and the provision for training officers for the Air Force is nowhere near the actual requirement of India. My opinion about

the Naval Training Centres is more or less the same. Only a beginning has been made and fairly good results have been obtained. But the requirements of India's defence are of a wholly different order particularly in respect of the Air Arm It is a country which, with its long distances and poor strategic communications, is very badly in need of an effective air fleet. The ten to twelve squadrons, which are still in the stage of formation, are not even a drop in the ocean, and the future is full of peril in view of the fast changing circumstances in China and all our eastern neighbours. Even 500 squadrons may not be enough to answer our fuller responsibilities. But for this extra—university institutions will have to be established.

2. I do not for one moment approve of the system of legal education prevalent in India. I regret that for want of time and space I cannot answer all the questions at any length but, speaking generally I would divide the subject of legal education into two groups. For the general study of law by those who may not necessarily be drawn into the legal profession in their career I would not bother to interfere with the present course of studies laid down by various Universities. The teaching of law in English Universities for instance is not of any particular significance for those who want to practise law at the bar But for those who wish to practise at the bar I would suggest the constitution of a Council of Legal Education after the model of the Council of Legal Education of the United Kingdom and I would lay it down that none who has not been called to the Bar should be enrolled as a practising lawyer and further I would prescribe a period of at least one year's practical training with a senior practising lawyer of not less than 10 years standing before allowing the enrolled practitioner to appear in any Court on his own. The legal profession, in my opinion, is excessively over-crowded today and a great deal of litigation is entirely due to the inefficiency and glut, not to mention the unethical methods of prolonging litigation of a large number of practically briefless juniors. It is a very unhealthy state of affairs and the only way to curtail this glut of legal practitioners is to raise the standard of legal education and practice and to purge the profession of law of indifferent talent. The higher traditions of professional dignity and conduct, which were the pride of the Indian Bar even until about 20 years ago have degenerated to such an extent that instead of its being considered an honourable profession today the bulk of the present practitioners arouse nothing but repugnance in many quarters.

Every University however can adapt its course of legal studies, to the special requirements of the region, *i.e* politics, administrative services, business etc.

3 In respect to the question whether the present facilities for medical attention in India are adequate my answer would be largely "Yes" as far as the Allopathic system is concerned, but a partial "Yes" in respect to the Unani and the Ayurvedic systems of medicine. The latter two have to be completely modernised by the introduction

of scientific training in general, particularly in respect to the study of anatomy the practice of surgery and the preparation of medicines. The latter two systems are still in the empirical stage, although their materia medica may excite the envy of the allopathic system. There seems to be a very great demand in the country for the Unani and the Ayurvedic systems of medicine and many Provinces, including the Orissa Province, have been trying to promote the establishment of Ayurvedic institutions. As an old Trustee of the first Unani and Ayurvedic College of Delhi, I have had considerable experience extending over more than 30 years of the teaching and the practice of these systems. I regret to say that I would be most cautious in substituting the allopathic system by the indigenous systems unless standardised institutions are established all over the country for the modernised teaching of these systems.

4 (a) (b) (c) (d) (e) Although a good deal of work has been done by various research institutes in regard to agriculture, and although care is taken to correlate the teaching of agriculture to some of the special needs of the country it is a fact that students after completing the courses in agricultural subjects have very little desire to go back to the rural areas because for some odd reason or another if they are not absorbed by the appropriate department of the Government, they lose all interest in their subject and go seeking some other employment.

AYYAR, ALLADI KRISHNASWAMI.

2. So far as Legal education is concerned, from the point of view purely of the profession, the present system has on the whole worked well. The syllabus has from time to time been revised and less importance is now attached to Roman Law and the technicalities of English Real Property Law than some years ago while at the same time stress is rightly laid on the knowledge of the elements of Roman Law and Real Property Law. In Madras, the Bar Council has taken up instruction and conducts examination in Adjectival Law including Civil and Criminal Procedure. Optional courses are also provided for during the apprenticeship course in Insolvency Limitation, and other subjects. If only the student takes to these courses seriously there can be no doubt the requirements of a high standard for an entrance into the profession will be satisfied. Elementary Constitutional Law forms the subject of study and examination in F.L. (the first examination in law) Public Law including Constitutional Law Public International Law Principles of Legislation and Legislative methods and practice, can be aptly made the subjects of special study. A Doctorate Degree may be instituted by the University in some of these subjects with an insistence upon a thesis and upon a written examination. The M.L. Degree examination, though designed to help intensive study of certain subjects, has on the whole not proved a success and recently the best students have not been taking to the M.L. course. At one

time, in regard to the selection of Munsiffs, some importance was attached to the M.L. degrees but no importance is attached to this degree at present in the matter of recruitment.

The starting of some academic journal under the auspices of the University or of the Bar Council might also further the advancement of higher legal studies. At one time, I was of the opinion that even after the Intermediate examination, a student might be permitted to pursue the study of Law but having regard to the standards attained by an Intermediate student, I have now changed my view and I am not for a person being permitted to take to the study of Law immediately after the Intermediate course.

The Syndicate or the Bar Council will have to take care to see that examiners and lecturers are appointed not on the basis of log-rolling but on principles of efficiency with sole regard to the sound knowledge and equipment of the examiners and teachers concerned. Mutual consultation between the representatives of the Bar Council and those of the University with a view to co-ordinate legal study might be of considerable help in the advancement of legal study

Oral Evidence

I am against a three-year Degree course in Law Having regard to the courses which are undertaken by the Bar Council on the one hand and the University on the other it is wrong to think that we do not have a three-year course Subjective Law is taught in the College. For learning what is called Objective Law there is the one year apprentice course. If the subjects are properly taught, I think the present system will be better than a three-year course in a purely Law College. I am also taking into account the financial resources of the country

We cannot say that the Principals of Law Colleges suffer from any shortage of income compared with the Law Schools of America and England. I cannot find any outstanding contribution by the professors of any of the Law Colleges maintained by the Government. Our country has produced great lawyers who made outstanding contribution to the theory of Law and Jurisprudence, but not any outstanding research. There is difference between theory and practical research. My own feeling is that if sufficient facilities are provided and if we have an academic bias, research is possible. The material is there only it is not shaped properly

International Law is all important to-day There is a good deal of literature in the Continent but we do not have any There is immense field for work, and detailed courses might be prescribed in the International Law of War Peace etc. You must recruit first-rate men in the beginning. Then it would start well.

In the early days some of the most brilliant lawyers were part-time lecturers in the Law College. They did very well. But now in many cases persons who have not succeeded very well in the profession have been appointed. I am fairly hopeful about the future, because Law will have wider scope than in the past.

AYYAR, C. P RAMASWAMY

Oral Evidence.

India is a land of the lower middle classes. The legal profession was sought as a means of livelihood first and foremost and not so much as a part of liberal education as has been the tradition in other countries. Nevertheless, we have produced certain lawyers and judges who have manifested transcendent capacity for research and they manifested that capacity not only in judgments but also in treatises some of which are classics in the region of law Universities have never applied themselves either in Law or in Medicine or in Engineering, to develop a body of people who being placed above want, would continue the study which they carried on up to graduation and would concentrate on the theoretical or scientific aspects of what is generally regarded purely as a bread-winning or maintenance profession.

There are a certain number of lawyers who after having done remarkably well in the college, find themselves tremendously handicapped either because of lack of felicity of expression or the facile device of winning cases by persuasion which require a combination of qualities which is not always prevalent. Some are really born lawyers and they can deal with the doctrines of Law and elucidate them. As a matter of fact, in the Hindu Law to-day there is a great need for accurate study because there is a good deal of confusion that is responsible for some of the legislation that is being inaugurated at the Centre. The existence of a certain number of scientifically trained lawyers who will be able to scrutinise the principles and apply them inflexibly has to be encouraged. There is a feeling that because he is not sufficiently encouraged, a purely theoretical lawyer is a failure. The late Mr P R. Ganapathi was a born lawyer but he was a failure because he could not command juries and persuade judges. The profession of law here has been too much associated with the courts and what takes place in the courts.

AYYAR, KRISHNASWAMY K. V

Oral Evidence

I have been suggesting that Law should be made a compulsory subject for every college student and that Jurisprudence and Constitutional Law might form an optional group in the Intermediate. Those who aspire for B.L. Degree can take this as an optional subject in the Intermediate.

BALAKRISHNAIYA, JUSTICE N

Oral Evidence

I think the present system of legal education is all right. In Bombay University they have permitted the Intermediate boys to take to Law Degree. They are not as good as post-graduates. As at Madras, we are having 2 years post-graduate course for 3 hours a day

BANARAS HINDU UNIVERSITY

FACULTY OF TECHNOLOGY (HEADS OF DEPARTMENTS)

Oral Evidence

With regard to the Agricultural College, it has been there from 1931 From 1941 to 1945 it was a Research Institute. In 1945 B.Sc. Agriculture was introduced. We must know whether it is going to be a purely under-graduate College or a post-graduate institute also. Government of India may appoint some Visiting Board to see that no duplication regarding this at Kanpur or here takes place. I should like to have definitely chalked out plan for co-ordinating work. The Government of India had got the scheme examined for the starting of the Agricultural College (B.Sc. course) in this University It has been said that this Institute should be a combined research and teaching institute. In a progressive Science like Agriculture, teaching cannot be of any use unless it is done along with research. We should develop this. With the extended accommodation for class room it would be possible to do it. (Luthra, T C.)

The courses in the Technological side should be regularised. In foreign countries the Pharmaceutical is a three year course. Here there are different periods for different courses. We must adopt one system, either the American or the British.

The staff should be properly selected for these colleges. In some of the Departments there are very few members of the staff All these anomalies must be removed.

There should be certain Fellowships on the Industrial side. In foreign countries they have got Fellowships and Industries bear half the contribution. There should be more cooperation between the industries and the colleges here. (Ram Charan).

The Drug Industry fulfils a very pressing need. Our Government is not paying any heed to the proper training of technologists in the Drug Industry

We are suffering from lack of space. So far as the Drug Industry is concerned, we are not getting any cooperation from any Industry They do not take our students for practical training. (Basu K. N.)

For courses like Ceramics, Glass, etc. we should teach the fundamental subjects which are common to all courses in one centralised

place. Why should every Department teach Chemistry separately If a Central Chemical Laboratory is there and all students in Chemistry are trained there, there will be economy and efficiency

Chemistry is being taught in this University in the Chemistry Department, the Industrial Chemistry Department, the Pharmaceutical Department, the Geology Department and the Agricultural Department. Fundamental Chemistry is the same every where. The Applications to different sides are different. (Roy H. N.)

There is ample scope for expansion of Industrial Chemistry in the country We have to confine to two or three subjects only It has not been possible to add more due to want of funds. It is necessary that the number of subjects which are of very great importance like Coal Tar Distillation should be taken up

For teaching these subjects, model plants are necessary in the laboratories. In foreign countries the factories are situated so close together that it is possible for the students to go to the factories and visit them. Here in India there are very few factories and they are situated so far away that it is not possible for the students to visit them. In technological laboratories there should be model plants where practical training may be given. In our laboratory we may have artificial silk plant. Such a plant gives a very good idea as to how synthetic fibre is manufactured on a commercial scale. There should be provision for giving practical training by the factories. Unless it is done the teaching that is given cannot be efficient. Take the Ceramics Industry Thousands of experiments have to be carried on before we can get a crucible. Any theoretical training which we give will be of no use. For technological subjects ample provision should be made for research with the raw materials available in the country All this requires money and at present in the University we have got no money to carry on these expansions and make provision for these things. Unless grants are received from Government it cannot be done. We will have now to depend solely on Government. Business men know that they are not likely to get much profit in the future. They will not be willing to part with their money

At present the businessmen are not interested in industrial improvement. I was connected with the Dalmia Cement. They do not want to develop industries for which they will have to depend on experts. They started the manufacture of Fine Chemicals for 2 years. As soon as I refused to go there permanently they stopped that work. They want to have industries where after they have been established no more help from the experts would be needed. (Dr Natrewala)

BANERJEA, A. C.

3. (b) The present standard of Graduate Courses in some colleges is quite good and compares favourably with those of foreign countries. The standard is however not uniform nor is the curriculum, in spite of the efforts of the Medical Council in India.

(d) There are plenty of opportunities for research in Medical Colleges but the output of research from these institutions in India is meagre, mainly due to the following causes —

a. Lack of funds.

b Lack of *post-mortem* facilities.

c. Lack of research atmosphere which is due to the fact that till lately most of the professional posts in Medical College, were held by members of Indian Medical Services (with frequent transfers) most of whom could not get into the spirit of research.

d. Above all, the lure of private practice for the teaching staff

Oral Evidence

In India we have hardly 2 observatories worth the name. In England I think there are about 20 observatories managed by private trusts or Government. In America there are many more. Here in India nothing has been done so far of course, one Committee has been appointed to go into that question.

Oral Evidence

BANNERJI, N V

We have two sections in B Com. and in M. Com. We have 70 students in each class. There are two Departments. They are the Department of Commerce and the Department of Applied Economics. I am the Head of the Applied Economics.

In Applied Economics we do Banking, Commerce, Currency exchange, International trade of India, Accountancy Commercial Law etc. There are certain subjects which are border-line subjects.

No practical training can be devised which will apply to everybody We do not train our students for any particular profession. So it is not possible for us to arrange any particular kind of practical training which will suit every body We had a good deal of discussion on the matter and we came to the conclusion that it was not possible for us to arrange any such training. Supposing a student is given training in a cotton mill, and later on if he is employed in a Bank, the training will not help him. The difficulty is that our boys do not have any particular career in view when they are in the University Their only object is to get through the examination some how and take the degree and then try for jobs and they take in anything that comes. If they had some particular career in view it would be possible to give some such training.

The Banks are not prepared to accept our boys as apprentices. Under the existing law the Bank work is to be kept confidential. They cannot take outsider We have some kind of employment bureau but it does not function at all.

BANNERJI, P N

Bengal Engineering College is a Government College. This College has not been treated properly by the Government itself at any stage of its career The main object of the Government is to produce Overseers and not Engineers of the right type. Engineers of the right type are absolutely essential in the political set-up of India. The new plan visualises an expenditure of 80 lakhs over this College. If that money is available this College will become one of the biggest Engineering Colleges in Asia.

Being a Government College, the Principal and Professors look up to Government alone. This is the first time that the Vice-Chancellor of the University of Calcutta has had the privilege of an invitation to this College. The University does not make any grants to this College, and the appointments are made by the Government.

The Bengal Engineering College, should cease to be a Government institution. When you think of the reorganisation of the University of Calcutta, this College should be vested in the University Otherwise this College will not have any future.

No student from this College has done any research work. When we instituted the Degree of Doctorate of Engineering, we did it with some hope that this College will become a Constituent college of the University

Now coming to the Jadhavpur College of Engineering and Technology its main difficulty is that it has been conferring degrees and diplomas but it has not got the Charter It has not yet been statutorily recognised. Either the State confers the Charter on the institution which gives degrees and diplomas, or there should be an Act of the Legislature empowering that institution to grant degrees. The Jadhavpur is an institution of the highest type in this country It owes its existence to the biggest private benefactors and to private enterprises as against a State which was unfriendly to private enterprise. Either it should seek affiliation to the University of Calcutta or the Calcutta University should recognise its teaching and confer degrees on the recommendation of the Jadhavpur College of Engineering and Technology

The University of Calcutta has recognised its Degree as equivalent to the B. E. Degree of the Sibpur College.

BHASYAM, K.

2. Jurists of the type of Pollock in England have not appeared in this country and for that purpose it is necessary that Law Colleges must be re-organised and the pay and prospects of the professors must be made adequate so as to attract men who will devote themselves to the study of Law as their sole aim. The study of International Law is altogether neglected and when India has stepped into the comity of

free nations it is necessary that knowledge of International Law must be encouraged to a large extent. Lawyers of international reputation must spring up from among professors. To achieve this end, I suggest a bifurcation in the study of Law course—one those who intend to practice at the Bar and the others who are for serious and intensive study of Law in any of its branches. The latter must be adequately compensated for the prospective loss they suffer by not going into practice.

3 The Bhore Committee has made a recommendation that nearly 40 per cent. admissions should be on merits alone. Even this percentage was fixed in deference to the clamour for communal representation. I think it is wrong to have done that. The Medical Colleges and the Engineering Colleges must be run on communal lines but on the lines of merit and capacity The country needs its best talent in this line.

BHATACHARRYA K. K.

Oral Evidence

As regards combining M.A. and Law we don't allow it in Economics and History Ours is the departmental rule, not the university rule. The university rule is that there is no bar against M.A. or M.Sc. students joining the Law first year But none can combine M.A. or M.Sc. final with Law final.

Our staff is composed of 1 professor 3 readers, 1 lecturer and 4 part-time lecturers. It is a two years course and the hours of work are 12.40 to 4 p.m. We have got 7 papers in the Previous and 8 in the Final. I am not satisfied with the working of the Law classes. There is no tutorial system at all.

We have no separate hostel. We want special hostels for our students. We can have better supervision. We can appoint a superintendent who is a lecturer in the University and he will give them a sort of guidance. We can have prefects also who are lecturers here in the Law department.

Throughout India legal studies are at a very low ebb. Especially in our university there is no system of tutorial work. In Patna there is seminar work. Here there is no tutorial system In the absence of tutorial work we cannot come into personal contact with the students and know their difficulties. Attendance is quite good. Legal studies all over India are not taken serious notice of by the Law students themselves. They attend they listen to the lecturers, they take notes. But we want to impress on the Commission the extreme necessity of the adoption of the tutorial classes, which cannot be done effectively unless the staff is trained. LL.M. teaching is more or less a mockery If we are to give them special teaching, we require more strengthening of the staff that requires funds. We must have specialists, we have not got that. The same staff which teaches LL.B. teaches LL.M.

For the last 8 years we have not been able to function as well as we should be. The library is very poor and one of the poorest in the whole of India.

Law Department is profitable to the university We make a contribution towards the working of the other departments and our own department is starved. That is exactly the position. The English department is also using our department building.

The Legal Education Committee lays down the minimum standards. A London matriculate may qualify himself for the Barrister education. Here we allow only graduates for the law degree.

The whole timers do their work more conscientiously as they have no High Court to look to. My Experience of eminent lawyers as members of the Faculty of Law has been very disappointing indeed.

If teachers have a final say in its affects, I have no objection to the institution of a Council of Legal Education. My experience in this matter as regards eminent lawyers here is different. India has produced advocates, lawyers and so forth, but India has produced few jurists. People who have gone up very high in the profession are not at all jurists and they are not interested at all in legal education. If you have to hand over legal education to eminent lawyers standards are bound to go down.

CALCUTTA, UNIVERSITY OF

The needs of the professions must vary with the needs of a very complex organisation like the modern state. Therefore no solution of static needs can be suggested. Generally speaking with regard to (2) (i) the teaching Universities should be in a position to produce more trained teachers. This University has two institutions dealing with B.T Degree. One is the David Hare Training College and the second Teaching Department of the University of Calcutta. This University also has introduced Education as one of the subjects for study and research in the M.A., degree examination leading upto the degrees of D.Phil. and D Litt. We have as yet very few trained teachers. We require more trained teachers for effectively functioning Secondary education and Primary education in the province.

(ii) The needs of the country in regard to research are capable of indefinite expansion.

(iii) Public Administration is a very important subject and it is taught in this University in various course of studies so as to equip students for the various national services under the State.

(iv) In the studies of Business it is desirable that "Management Studies" should be introduced in the opinion of the Percy Committee on higher Technological Education. "A highly trained teacher is often ignorant of the principles of industrial organisation and management. He often shows no inclination to accept administrative responsibility Admittedly there is much in those fields that can be

learnt only from experience. But there is a body of knowledge, awareness which may greatly facilitate the process of learning" Accordingly it is suggested that arrangements should be made for introducing "Management Studies which could be broadly divided into (a) Financial management, (b) Production management, (c) Development management, (d) Distribution management, (e) Office management, etc.

(v) The decision of the University to establish an Institute of Jute Technology in which provision will be made for giving a thorough training to graduates in science, in jute and weaving, and also in carrying on research work will be of great assistance to the Jute Industry of India.

(vi) Very little has been done for meeting the needs of the country in regard to defence. In the opinion of this University as formulated by the decision of the Senate so far back as the year 1925 compulsory military training should be introduced but it was not accepted by the British Government nor has it been accepted by our National Governments yet.

(b) So far as compulsory military training is concerned it is quite possible for this University to meet the requirements of the country if a sufficient number of trainers is available. This is a very small proposition and can be met by importing trainers from outside, if there is a paucity of Indian trainers.

2 (a) The present system of legal education in this University fits a candidate for a professional career It has not yet been made sufficiently elastic for the purpose of encouraging research in the domain of Law Law after all, is concerned with the evolution of society and its needs.

In regard to (i) (ii) (iii) (iv) this University follows a system which has been approved of by the Inter University Board at its conference held in Madras this year

(b) (i) The subjects which should be taught in the Universities for the Law course of study are more or less of a theoretical character Both substantive Law and adjective Law should be taught from the point of view of first principles.

(ii) A practical training is insisted upon by the High Court of Calcutta, and every student desiring to practise the profession of Law in Calcutta or in the District Courts has to undergo a period of apprenticeship and has to pass a test imposed by the High Court of Calcutta. The two ideas however must not be mixed up. The Universities deal with necessary equipments for law students. The question of the professional etiquette and practice is a question for determination by the High Court. There are many distinguished scholars in this province who are graduates in Law and who have not practised and who do not desire to practise the profession of Law The utility of Law as providing liberal culture is too well known to require reiteration here.

3 (a) The answer is in the negative.

(b) The present standard of medical studies in the country needs constant review and improvement.

(c) The provision for teaching of branches of medical subjects have been set out in the Regulations.

(d) Opportunities for research in the Medical colleges and Faculties under this University exist, but they are few in number and there fore this University has decided to initiate a full course of advanced study and research in the Post-Graduate department of studies in Medicine. This will be a sister department to the Post-Graduate Depart ments in Arts and Science which have earned a reputation throughout the country

4 (a) With regard to agricultural education this province has been lagging behind other provinces. This University has to maintain two chairs for advanced studies and research in Agriculture from out of the income of endowments made by generous private donors. The Government of the province has not however made up its mind as to the introduction of agricultural education in colleges. Apart from the scientific value of agricultural education this province with an area of 28,000 square miles and 25 millions of human souls requires more food and this problem can only be solved by more research in the field of agriculture. Unfortunately there is not a single agricultural college in this province.

5. (a) The Engineering Regulations of this University after the lapse of more than half a century were thoroughly overhauled two years ago, and a Four years course of Engineering has been prescribed by the Regulations for the B.E. Degree of the Sibpur Engineering College. In addition, this University has instituted a Doctor's degree for encouraging advanced Engineering education and research. Unfortunately lack of finances has not allowed the regulations to function properly

(b) The answer is in the negative.

(c) The answer is in the negative. It would be preposterous to have multiplicity of Universities dealing with separate course of studies. Separate Engineering Universities with facilities for research will add to the complexities of the problems of educational organisation.

6. (a) The answer is in the negative.

(b) The answer is in the negative. Efforts are being made by this University to link up commercial studies with the commercial life of Calcutta. Calcutta is essentially an industrial and commercial town. It is hoped that in future the course of study in commercial subjects will be given to a practical bias with the assistance of the commercial communities in Calcutta.

CHAKKO, DR. K. C.

Oral Evidence

I am an advocate of reducing the Engineering course from 4 to 3 years. We have got in this country engineers who are doing different kinds of work. Many graduates were appointed as Professors and Assistant Engineers. Very many of them remained as such till they retired. Therefore it was thought the higher teaching was necessary I do not think that the engineers should be more qualified than necessary We should have two courses here, as we have B.A. Pass and B.A. Honours on the Arts side. Among the engineers, they would be classified as those who want to do ordinary type of work and those who want to do higher type of work. I would like the Pass course to be of 3 years duration and the Honours course of 4 or 5 years' duration. There are people who would spend more time for specialised work.

I would cut out unessential things. For example in the final year we teach the students something about railways. No railway management takes our people directly They want to train their own people. Why should we spend unnecessarily 3 hours a week on that subject ?

In the Madras Engineering College we admitted 100 students all told, and the seats were allotted to various communities in certain proportion.

We were taking 100 students. The Government of Madras have now asked us to limit it to 60.

We do not have an All-India Council of Engineering Education. We would like to have such a Council on the lines of the Indian Medical Council, to tell us what we are lacking in. If such a Council is established and if that Council sends out two or three experts as Inspectors to visit the College and suggest improvements, it would be good. It would also help us in gaining recognition for our degrees.

Speaking on behalf of the Department of Technology I would like to mention about the duration of the course. We have had several discussions in the Boards of Studies and we are unanimously of the opinion that 4 years is absolutely essential for Chemical Engineering. The moment I came here there was deputation of the students. Even in the London University they are having 3 years for Electrical and Mechanical Engineering and 4 years for Chemical Engineering.

CHATTERJI B. N

(a) So far as teaching Universities are concerned all are satisfied with the contents and standards of studies in commercial subjects. It has been suggested in some quarters that class lectures should be supplemented by practical training in factories and that such training should be a *sine qua non* for the award of the M.Com degree. Such practical training will not be of much value and will in effect circumscribe the field of employment. Students trained in one subject in some industry will not be suitable for employment in another

Moreover commerce graduates are intended more as managers, asstt. managers, secretaries and executive officers of business and industrial establishments than as technicians and such training as they might require, can be picked up easily within a very short time after employment. In order that commerce graduates may have good general education it is desirable that they should have some knowledge of History and Popular Science.

(b) Yes unlike Engineering or medical graduates commerce graduates are not trained for any particular profession. A student who offers Accountancy and Banking as his special subject for the B.Com. or M.Com. Examination is not necessarily employed as an Accountant in a business firm or an assistant in a Bank. He gets a good general education in commercial subjects which should help him in taking his proper place in the commercial life of the nation.

The graduates of the Harward Graduate School of Business Administration are readily absorbed in industrial concerns and Banks in the U.S.A. This is mainly due to the ready co-operation of business and industrial establishments with the University Unfortunately Banks and Industrial concerns in this country do not attach due importance to training in the Universities and they are not willing to offer attractive salaries to commerce graduates. If the co-operation of industrial concerns can be enlisted there is no reason why our commerce graduates should not do well.

CHATTERJEE, G C.

Oral Evidence

The United Punjab had a Medical College at Amritsar but after Partition it was not recognised by the Indian Medical Council. It has since improved and expanded considerably and we know they are recommending the recognition of the College.

We admitted 80 students this year The total number at present is 280. For the number of admissions we are making, the number of beds is enough.

There are two Medical Schools and they are collecting money for upgrading. One Medical School is such a poor show that it will have to be amalgamated with the other one. Both are at Ludhiana. Our difficulty is we cannot increase admissions unless Hospitals are increased.

We have a number of seats—about—16—reserved for women students.

There is a considerable wastage among women doctors due to marriage due to domestic life and things like that.

Law course is a full course of 3 years and not a part-time course. We do not allow any part-time course. The Law College is situated in Simla.

CENTRAL ELECTRICITY COMMISSION, SIMLA, MINISTRY OF WORKS MINES AND POWER.

5 (c) It is not recommended that separate Engineering Universities should be established now but we require more of the type of institutions like the Indian Institute of Science, Bangalore, spread throughout the country A start may be made with the establishment of four regional technological institutions similar to the Indian Institute of Science, Bangalore for advanced study and research in technological subjects.

ENGINEERING EDUCATION.

To summarise our recommendations are as follows —

(a) The standard of admission to the Engineering Colleges should be stepped up

(b) The courses leading to the Engineering Degree should be a minimum of four years as at present. It is for consideration whether some of the general subjects taught in the first year of the Engineering Degree courses may be included in the curriculum for the I.Sc. The time which will be saved thereby could be utilised for the study of more specialised subjects in the final year

(c) The establishment of higher technological institutions on a regional basis in the different parts of the country where facilities will be provided for advanced studies and research.

(d) The Electrical Manufacturing Industry to be established in this country and facilities afforded by such industries to be fully utilised by the engineers from our colleges to gain further training and experience, in design and manufacture.

(e) Till the proposals (c) and (d) above materialise, the present practice of sending batches of students abroad should continue and in selecting such men it is desirable that only those who have had at least 4 to 5 years operating, construction or manufacturing experience should alone be selected.

(f) A start should be made to encourage research in the existing Engineering Colleges by making more liberal provision for equipment and by instituting Fellowships to attract brilliant men to take up research work as a career

(g) The emoluments paid to the teachers in the Engineering Colleges may be suitably revised to attract very highly qualified Engineering Graduates to take up teaching and research as a career

DAS, J P

Oral Evidence.

The course (in Engineering College, Bangalore) is for 4 years and 26 weeks of practical training. The selection is purely on the marks obtained in the Intermediate examination. 75 per cent. of the seats are reserved for backward community students and the rest is for merit students after setting apart a few seats for the boys who come from families of important officers of the State and public leaders. Generally 25 per cent. of the seats go to Brahmins. Further some consideration will be shown to sportsmen and athletes.

There is public examination at the end of every year About 80 per cent. of the candidates get through the examination.

Many of our students are working outside the State and there is a good reputation for the Engineering graduates of this University

We have Master's and Doctor's degrees. These are only issued on thesis and no tuition is given in the College. No candidate obtained the Master's degree. Last year one applicant submitted his thesis on Electrical Engineering—but it was disqualified. Now there is a candidate for Mechanical Engineering. We have on hand 3 candidates for Doctorate degree. They do their work of their own accord.

It is very desirable to have an All-India Council to co-ordinate the work of these Engineering Colleges. The Council may have power to prescribe the courses, to conduct examinations and to send out inspectors for periodical inspections.

We had 3 years for the diploma courses and just recently we have reduced it to 2 years. During the first and second years, basic subjects are taught and they are common. From the 3rd year specialisation commences. The degree course may also be reduced to 3 years if the term days are increased and the syllabus readjusted.

DATTA, DR. D

1 (a) So far as teaching of and research in Veterinary Science and Animal Husbandry are concerned the courses of study and facilities and equipments for them are extremely poor

4 (c) Students after the completion of their courses in Veterinary Colleges generally do not like to go to rural areas

(e) A degree course in veterinary science and animal husbandry should be at least of four years duration, based on Intermediate in Science with Biology

DAYAL, BISHESHWAR.

Oral Evidence

The question of private practice is very troublesome. My own impression is that so far as the Heads are concerned, they should be part-time and honorary and others who are in the permanent employment will do their work and will get their full pay and will have restrictions, with regard to private practice.

I am very much against the stopping of private practice of Professors and Senior teachers. Take the Professor of Medicine. He will be a very competent doctor Why should people in the city be denied the service of that competent doctor ? If you allow private practice and at the same time make him whole-time, he will not be able to give all his time.

DEPARTMENT OF SCIENTIFIC RESEARCH, GOVT OF INDIA.

So far as teaching is concerned, classes are unwieldly and therefore there is no adequate personal contact between the teacher and the student.

As regards research, the Atomic Energy Commission convened a Conference of University Representatives and eminent Scientists to discuss draft syllabuses, for the teaching of mathematics, physics and chemistry to equip Scientific workers for advanced work and research on atomic sciences. This conference has made certain general recommendations and has set up a Committee of Experts with suitable terms of reference to consider the question of greater details.

In the field of Defence Science a hush policy has been followed. It is understood that steps are being taken to reorganize defence research organizations.

4 For the development of the country it is necessary to give agricultural education and research a high priority

5 It would be useful to establish engineering universities if the engineering colleges in India can upgrade the standard of teaching.

DIRECTOR GENERAL, ALL INDIA RADIO NEW DELHI.

5 (a) The paucity of trained Radio Engineers in the open market is mainly attributable to the fact that most Engineering Colleges in the country have not instituted a degree course in Radio Engineering. The only college that has such a course, as far as our information goes, is the Government Engineering College Guindy Madras. The Indian Institute of Science, Bangalore offers a post-graduate course in Communication Engineering.

DIRECTOR GENERAL OF CIVIL AVIATION GOVERNMENT OF INDIA.

5 (c) The country is not sufficiently developed industrially to warrant the setting up of a specialised University with facilities for research, although endeavours have been made in other countries to set up Engineering Universities with particular production in view *e.g.*, the U.S.S.R. had to set up a technical college providing specialised courses for training young men for a large ball-bearing factory

DIRECTOR, MALARIA INSTITUTE OF INDIA DELHI.

1 2. (ii) Facilities in the Universities to meet the needs of the country in regard to various provinces are far from adequate and the standard is not very high. This applies particularly to researches.

GHOSH, J

1 (b) To some extent. Most of these equipment will have to be made by external specialised institutions, who may however get assistance from the University

4 No There is practically no sound education in Theoretical and practical agriculture.

5 (a) No

(b) No

(c) The engineering colleges need much development If any institution grows big enough it may convert itself into a University

GHOSH R. K

University should be the fountain of supplying scientific personnel to the Research Institutes proposed by the India Government to be opened shortly The Commission should nationalise the Sciences, *i.e* select those scientific subjects having urgent call by the country And in addition to the Research Institute these national Science subjects should be taught with emphasis in every university Aeronautics is a national subject. Let there be a Central Institute for the advanced and research work, but in order to nationalise it, the school curriculum must include the subject in the courses of study Similarly Agriculture is a national subject It should begin at the school stage expand in the universities highly technical and costly work may be done at the Central Institute

GUNDAPPA D V

Oral Evidence

It is better to have Journalism in a few universities and the boys who want to take to Journalism must only go to those universities and study as the scope for journalism is very restricted I am informed that the Madras University tried journalism and it was not a success. Employment prospects are very limited

INDIAN COUNCIL OF AGRICULTURAL RESEARCH, NEW DELHI.

4 (b) No There should be more of practical training on cultivators holdings.

(c) This is true mainly because the rural life in India lacks amenities and the returns are uncertain and inadequate.

(d) Not quite so as much depends on the students who attend th course. As less attention is given to practical training majority of them turn out to be theorists.

(e) There should be 4 years course after Matric. Each year should be divided in four 3 monthly terms. After the basic training is completed in 3½ years, the remaining half year period should be used for practical training in a specialised subject in commercial institutions *e g* a student who wants to specialize in Dairy should spend that period in a commercial Dairy and if Horticulture on a big fruit farm etc. The period of vacations should be curtailed.

2. The major portion of agricultural research throughout India is already being financed, co-ordinated and supervised by the I.C.A.R. The scope of the I.C.A.R. should be widened and the whole research should henceforward be placed under the control of this body. The Scientific and Commodity Committee, the Advisory Board and the Government Body of the I.C.A.R. already scrutinise and watch the progress of research in different spheres of Agriculture.

3. After graduation, M.Sc. should be obtainable in research. There should be progressive degrees of research such as M.Sc. Ph.D. and D.Sc.

4. (a) Training in ancillary subjects is necessary and a candidate taking up research in Agriculture should be an Agricultural Graduate as pure Science Graduates cannot properly visualise the Agricultural Research in its true perspective.

4. (b) By sanctioning schemes on fundamental researches as is being done at present by the I.C.A.R.

6. (a) Industries should suggest problems and provide funds.

IYENGER, T. S. RAJAGOPALA.

1. (b) Standard should be raised—both in the teachers and in the taught. Research should be made compulsory. The Education that we give should relate and be adjusted to the economic needs of the country. Compulsory Military Training should be given not only to make the students physically fit but to give them a training to enter the Military.

2. (a) (i) The duration of Law course for two years as a post-graduate course must be maintained. It must be a full-time course and not for two or three hours in the morning or in the evening. One year's apprentice course after graduation in Law must be made compulsory. Thus it will be practically a three years course.

(ii) I would prefer full-time teachers. Even if for any reason ... time teachers were to be appointed it should never be on the ba... patronage or nepotism.

(iv) Students should never be encouraged to pursu... more than one Faculty at one and the same time. Genera... up M.A. and L.B. courses simultaneously. Also, peopl... ment should not be allowed to put in terms along with duties elsewhere. They could, of course take leave and st...

(b) Along with other legal subjects a study of Politica... Constitutional Law may be made compulsory. Hindu L... madan Law, Transfer of Property Act, Contract Act, Civil and Criminal Procedure Codes, Negotiable In... Limitation Act, Revenue Law, Registration Act, Jurispr...

a study of International law Public Administration, subjects that give training in Diplomatic Service—are some of the subjects that must be taught.

The Law course must equip a candidate not merely to become a lawyer but also to become a public administrator and a well-equipped candidate for Diplomatic Service. Lawyers profession is already over-crowded. So it should give him a general equipment for other and urgent national and international services.

JAMESON MISS C. E.

Cytology Genetics, Psychiatry Neurology and Immunology are still in their infancy in India. Very few institutions have provision for the higher reaches of Pathology Bacteriology and Physiology The basic subjects like Anatomy Physiology and Pathology are still very much behind the times.

JADHAVPUR ENGINEERING COLLEGE, PRINCIPAL AND STAFF OF

Oral Evidence.

Only First Class (over 50 per cent.) are generally admitted. In cases of recommendations Second Divisioners (40 per cent. and above) are taken, but such admissions are limited to 5 per cent. of the seats. Students from all parts of India are admitted.

The course is of 4 years duration There is 3 months practical training during the summer vacation in between. Class work is not disturbed.

Two hundred students in Electrical and Mechanical Engineering Colleges are admitted and 80 in Chemical Engineering. All told there are about 1,000 students in the College.

As regards the Diploma Course it is a 3 years course after Matriculation. Seventy-five students are admitted for Diploma in Mechanical Engineering The Diploma course in Civil Engineering is called Overseers course.

Our degrees are recognised by the Institute of Engineers and it is recognised by the Calcutta University as equivalent to the Sibpur Engineering College Degree. Also the Imperial College of Science and Technology London, recognise our degrees as equivalent to their own.

We want to have individuality and independence in spite of the fact that Government grants are being received. By sheer merit the recognition of our Degrees was obtained. Some kind of patriotic impulse was there to do service to the nation We would like to be independent of the Calcutta University and confer our own degrees.

We have Chemical Engineering. Our idea was to make these 3 departments perfect, viz. Electrical Mechanical and Chemical.

JIVANAYAKAM, DR. D

Oral Evidence

I have to say something about the training of teachers. I am sure you are all anxious to increase the number of trained teachers, because education has to spread in the country The Sargent Report also recorded its opinion in favour of the increasing of teachers.

One of the difficulties is with regard to the practical course. In America, the practical course is for four years. In England, of course, it is only for eighteen months. You can take the Diploma in Education in eighteen months, and you can also take it along with your Arts course. Here the period is of eight months. The period is very short and we have to give all the practical lessons within that period. As a matter of fact, almost the whole of one term is taken up by practice.

Educational Psychology may not be made a general subject but in the case of those who are intending to take the teacher's line, it may be taught with advantage. In Scotland, people choose their particular subjects at the age of 12. Can you not make up your mind as to your future career when you are 20 ? You have to make your choice even much earlier whether to take Medicine, or Science. Why cannot you make a choice in this subject also ? I want people who intend taking to teaching to specialise in Educational Psychology also. That would improve the training results.

JHAVERI, K. M.

Oral Evidence.

I feel that the post Intermediate law course is a failure. I suggest that the law courses must be a post-graduate three years course.

Law graduates do not have the necessary command over English. They are not able to follow the proceedings and they do not have practical experience. They do not know what actual practice in a Court, is. Some way must be found by which, when they start on their career they start equipped with the knowledge of how to conduct their cases in a Court.

JOSHI, G. B.

Oral Evidence.

The Law College has no separate building of its own. They are mixed up with the M.A. students because they are permitted to combine either course with Law In these sections in the Science College we have to carry on teaching in Hindi and in English. It is so in the I.Sc. and also in B.Sc.

JUNANKAR, S. B.

Oral Evidence.

It is possible to reduce the Engineering course to 3 years. The basic subjects, I feel can be done in three years.

In 1944 the Bombay University revised it. I do not believe in boys being kept in the Engineering College for 4 or 5 years.

B.Sc. Mechanical Engineering is a 3 years course. I would make the students specialise any one of them and 3 years would suffice.

Some enthusiastic members think that the students must be taught every thing like Architecture, etc. In Bombay they are going back to 3 years.

These 3½ years do not include the practical training. It would be good to have practical training for 6 months or even for a year. It would take the course to 4 years.

Most of the Colleges are having it. Some students prefer to go after Matriculation for Diploma and it is good. The staff is there and the equipment is there. It would not bring down the efficiency of the Degree course. The Diploma classes are altogether of different standards.

The Diploma course should be of 3 years duration. The minimum qualification for admission should be the Matriculation. 4 years after Intermediate Science with 6 months of practical training in between is necessary for the Degree.

No research work is done in the Engineering side. The Bombay University has the Master's Degree in Engineering. It is merely a semi-commercial test.

I think it is worthwhile to develop in one or two institutions in India post graduate Engineering. It should be done. As soon as a student gets the Degree he tries to enter a job. Actually the Master's Degree not of much use. Some few brilliant youngsters may think of doing research. So there should be provision for them.

We require Engineering Scientists or Design Engineers. We ought to prepare such types of students. For that end the course also should be revised. There may be two different degrees, the ordinary Bachelor of Engineering Degree and then the Engineering Degree in Science.

Designs are done by specialist firms in England. There is no body of men in this country who could do such work. Our country must develop all this knowledge and personnel. The oldest institutions like Guindy or Poona should develop and specialise on these lines. New institutions cannot do it.

JUNG ALI YAR.

I (a) (1) & (2) Most inadequate and not of sufficiently high standard particularly Teaching, Medicine, Law and Engineering. With regard to Teaching particularly just as all attempts have to be made to get the best types of students for University education, the right type has also to be found for Teaching. Public Administration, Business Industrial and Economic Development have not been fostered at all so far as University education is concerned (except indirectly

through subjects connected with the Social Sciences and Commerce) Much leeway has to be made and will involve considerable expenditure. Particular Universities might well take up these on the basis of special grants from the Centre as not all Universities will be able to undertake their teaching. I would prefer Defence being taken up by the Department itself

(b) Except for Defence I consider that all the other subjects may well be taken up by the Universities rather than by separate institutions. This does not necessarily mean only theory and no practice and there is nothing to prevent applied bias being given by including a course of apprenticeship in factory management and business concerns as also public offices (just as Works experience is necessary for Engineering)

2. (a) In the Osmania University we have the LL.B as a post graduate course of two years and the LL.M as a further course, after the LL.B for two years. With the two years of LL.B on a purely professional footing and not of real study of the subject, the LL.M becomes a farce and can be of no more than M.A. standard. The system varies from University to University but the general object appears to be to equip students as well as possible with a sort of tabloid course, for just the practice of the profession.

(i) A four year course beginning from the 1st year (Intermediate) and comprising general subjects (like Politics) as well as legal subjects would be desirable.

(ii) The appointment of part-time teachers for professional subjects should not be the general practice as it is not always that a person practising a certain profession is also a good teacher with the necessary academic background or bent of mind. Some subjects may however lend themselves to better treatment by a practising teacher and much depends also upon whether the course is meant for regular students or students who can combine study of the profession with other occupations during the day

(iii) For a regular course I prefer the working hours rather than morning or evening classes.

(iv) I am in principle opposed to persons studying for two examinations at one and the same time.

3 (a) No we are particularly unfortunate as far as our building requirements are concerned but we are proceeding immeditely with the construction of our new teaching Hospital and Faculty building which will also accommodate the pre-clinical classes

(b) No

(c) Very little.

(d) Very little.

4 (a) No but more than in the case of Medical studies.

(b) Yes.

(c) Except for the general tendency to seek jobs, it cannot be said that Agricultural education itself has any such effect

(d) No.

(e) Diploma courses should be encouraged as well as facilities for research.

5. (a) As far as Chemical Engineering, Radio Engineering, Naval Engineering and Aeronautics are concerned, the answer is in the negative.

(b) Not as far as higher studies are concerned.

(c) No

6 (a) In general yes. Here too Diploma courses should be encouraged.

(b) Yes, but indigeneous business continues to rely on indigeneous methods and prefers personnel of a different kind which it is able to recruit perhaps on smaller scales of salary

KANE, MAHAMAHOPADHYAYA, DR. P V

1 (a) (1) & (2) The answer is NO

2. (a) I do not approve of the present system of legal education in the University The duration of the Law courses is adequate enough in my opinion but the method of appointment of teachers part-time or whole-time is far from satisfactory Most of the teachers, part-time or whole-time, are persons who have very little practice and who are not persons of eminence in the legal profession. Persons eminent in the profession of Law will hardly agree to be whole-time teachers but some of them may be induced to become part time teachers. For that purpose the time-table of the classes must be entirely changed The classes must be held either in the morning from 8 to 11 A.M or in the evening from 5 to 8 P M Further there must be some response from the Courts concerned where eminent lawyers practise to enable them to leave the courts for some time in order to lecture at the Law Colleges. Unless the co-operation of the High Court or the other Courts in this matter is somehow secured, it will be impossible for experienced lawyers to undertake even part-time work of teaching in Law and the present unsatisfactory state as regards the appointment of teachers is bound to continue.

(b) I am not in favour of the High Court conducting the practical training for the Law degree. Most of those who pass the LL.B. Examination don t work in the High Court at all They go to the Courts of Sub-Judges and the District Courts where the practice is entirely different from the practice of the High Court. I think that it is not necessary to provide for practical training at all. All the most eminent

lawyers have attained eminence without practical training given in the days of youth by any agency After passing the LL.B. Examination in a year or two lawyers pick up practical experience that is required in the ordinary and routine work of a lawyer in the mofussil. That must be left to each individual and to his own capacity

3 (a) I consider that the present facilities for medical education are most inadequate.

Oral Evidence.

As regards legal education I am not in favour of post Intermediate two years course. All other Universities have post-graduate course for Law Here we have two years' course after Intermediate. If you want to be in uniformity with others, this should be for post-graduate two years. If you want to experiment, three years after the Intermediate.

The method of appointment of teachers is far from satisfactory Most of the teachers have very little practical knowledge. They are not members of the legal profession. Some of the legal luminaries may be induced to become part-time teachers and classes may be held either in the morning from 8 to 11 or in the evening from 5 to 8 Unless the co-operation of the High Court is obtained, nothing can be done in this direction, but I am not in favour of the High Court conducting the classes themselves.

KOTHAVALLA, DR. ZAL R.

(a) There is no Dairy course given in any University at present. The need for instituting dairy training leading to University Degree is most urgent.

(b) In so far as dairying is concerned, the I.D.D training given at the Indian Dairy Research Institute at Bangalore and Allahabad Agricultural Institute, meets the requirements for dairy technicians, but for work of higher responsibility and research training upto a University degree standard is essential

(d) Apart from the above, two types of dairy training (Diploma and Degree) referred to above, there is room for specialisation in certain aspects of dairying such as co-operative dairying, creamery management, manufacture of special products such as condensed milk, milk powder etc. and control of city milk supply etc.

KRISHNAN DR. B. T

3 (a) The facilities for Medical education in India have to be increased if adequate number of doctors are to be produced so that there may be one doctor for at least a 1,000 of the population.

(b) The present standard of Medical studies is satisfactory

Oral Evidence.

The duration of our medical course is as follows —

First 6 months—pre-medical course 4 years of study and 1 year of practical training—totally—5½ years.

An intermediate pass is the minimum qualification for admission to the Medical College.

I would suggest that every medical man should go to villages and help the rural folk. But the conditions prevailing in rural areas are not helpful for these people going into the villages. There are some hospitals in the rural areas. But there is no equipment at all Apart from general acquaintance in the villages, they must have enough equipment.

So long as we have to abide by the rules and regulations there is no place for the Ayurvedic system in this college Further the modern system has enormously developed and is purely based on Science subjects like Physics and Chemistry As far as scientific part is concerned our ancient system is purely on experience which have not been properly investigated The medicines of the ancient system have to be thoroughly put into research laboratories.

KUNZRU DR. HRIDAYA NATH.

Oral Evidence

As you doubtless know provision for bifurcation of studies in the Secondary Schools has been made in a number of Provinces but there are very few in which any provision has been made for instruction in Agriculture. I think it would be very difficult for a man who has not learnt the rudiments of Agriculture in a school to take it up in a University but I would not prevent a boy who has not studied Agriculture at school from taking it up in the University

In the Universities the student will be preparing both for teaching and research in Agriculture. There will be people who would like to receive instruction in that subject as in any other subject. Apart from this, in the conditions that exist in India the people who are taught Agriculture in the Universities will be able to take up only teaching and research and also provide Government with the technical officers. Formerly it was thought that some boys after getting the Degree in Agriculture may go back to their own estates and till their own lands more efficiently and introduce new spirit by means of instructions to the villagers around them. But the policy of the local Government now is to abolish landlordism. And when this happens, people who receive instruction in Agriculture will either find scope for their talents in Government service or in the Universities.

Before we have collective farming we must have efficient Agricultural officers and subordinates. Where to try them ? It should be

in the Schools and Universities. I cannot think of any other place. If the present system is brought to an end, I suppose that it would be the aim of the Government to see that no man owns more than a certain number of acres. Let us suppose that it is 100 acres. How many young men would be prepared to go back to their villages in order to work on a farm of 100 acres? I have seen farms in America of a much smaller size where people live in comfort and with the income that they obtain are able to send their boys and girls to the University But unless maximum farming is adopted to a much larger extent that it has been so far I do not think that a man who has got a University degree in Agriculture would be satisfied with cultivating land.

LUCKNOW UNIVERSITY OF

1 (a) (1) No.

(2) No

(b) It is largely within the province of the Universities to satisfy these needs. *The range of University studies is gradually* broadening and people will more and more look to Universities for making their own contribution to intellectual and social progress of the community The work of Universities in various directions will have to be supplemented by other institutions providing practical training but there is no doubt that Universities will play a very important part in the life of the community

2. (a) No.

(i) Duration of the Law Course Three years.

(ii) The teaching staff should consist of whole time as well as part-time teachers.

(iii) Law classes should be held during the regular teaching hours.

(iv) Students should not be allowed to study for the LL.B. degree and another degree simultaneously

(b) The system of instruction by means of lectures should be supplemented by tutorials or seminars and the "case-method" of instruction should be adopted as far as possible. The existing method of examination is conducive to cramming. Questions asked should aim at finding out whether the student has a good grasp of legal principles and can successfully apply his knowledge of legal rules to the facts of a given case.

(i) The aim of legal instruction at the University should be to give a good grounding in principles of substantive law

(ii) Subjects like Civil and Criminal Procedure, Limitation, Stamp Registration Pleading, Conveyancing.

3 (a) No.

(b) No. There is no proper provision for advanced studies and research.

(c) No

(d) No.

4 (a) No

(b) No.

(c) Yes.

(d) Partly it is so Also because the country-side does not provide those amenities and cultural opportunities which are found in cities.

(e) We are not competent to answer this question.

5 (a) With the exception of mechanical and electrical engineering sufficient attention has not been paid to work in other branches.

(b) No.

(c) In U.P there is going to be a University at Roorkee.

6. (a) So far as teaching Universities are concerned we are satisfied with the contents and standards of studies in Commercial subjects. The existing courses of study are adequate, sufficiently varied and of fairly high standard in relation to Business but equipment for them is not satisfactory There should be a well-equipped Commerce Museum, Statistical Laboratory and a Library of Commercial Books in every institution where instruction in Commerce is provided. It has been suggested in some quarters that class lectures should be supplemented by practical training in Factories and that such training should be a *sina qua non.* for the award of the M. Com. Degree. Such practical training will not be of much value and will in effect circumscribe the field of employment. Students trained in one industry will not be suitable for employment in another

Moreover Commerce graduates are intended more as Managers, Asstt. Managers, Secretaries and Executive Officers than as technicians of business and industrial establishments, and such training as they might require, can be picked up easily—within a very short time after employment. In order that Commerce graduates may have good general education it is desirable that they should have some knowledge of history and popular Science.

(b) Yes. Unlike Engineering or Medical graduates Commerce graduates are not trained for any particular profession A student who offers Accountancy or Banking as his special subject for the B.Com. or M Com. Examination is not necessarily employed as an Accountant in a Business Firm or an assistant in a Bank. He gets a good general education in Commercial subjects which should help him in taking his proper place in the Commercial life of the nation.

The graduates of the Harvard Graduate School of Business Administration are readily absorbed in industrial concerns and Banks in the U.S.A.

This is mainly due to the ready co-operation of business and industrial establishments with the University Unfortunately Banks and Industrial concerns in this country do not attach due importance to training in the Universities and they are not willing to offer attractive salaries to Commerce graduates. If the co-operation of industrial concerns can be enlisted there is no reason why our commerce graduates should not do well.

LUCKNOW UNIVERSITY DEAN FACULTY OF MEDICINE.

Oral Evidence

Our Medical course is a 5 years course. Intermediate Science is the admission test and it is quite adequate. Students are admitted on a competitive basis.

Since the Independence Day the policy of the Government is to get more and more Doctors. We are asked to take in 100 boys and 25 girls. On the top of that a few more students come from here and there. That is now the number is 129

About half a dozen apply for Master of Surgery and Master of Medicine, they are attached to the Professors. For both these Degrees they have to submit a sort of thesis. There is both thesis and examination. The Professor has to certify that the work has actually been done by the student.

We are trying to put up a Post-Graduate Institute combining Pathology Medicine and Surgery which needs a lot of funds. We do not know when it will come.

LUCAS, DR. E. D

1 (a) 2. (iv) and (v) Business and industrial leaders should be more closely related with colleges specializing in Business and Industrial and Economic development. It is most important to make those subjects in these transitional times, as practical and realistic as possible. Students should tour factories, shops and offices.

LUTHRA, J C.

4 (a) No There is great diversity in the standard of Agricultural education in universities. Syllabuses of different universities should be brought to some uniform standard.

(b) Yes. On the whole training in Agriculture meets the requirements of the country This was not quite adequate 10 years ago, as scientific knowledge of agricultural conditions and problems of the

farmer were not fully comprehended. Moreover sufficient material for teaching Agricultural Sciences based on Indian aspects was not gathered till results of research were known.

(c—e) It is true that most of the students after graduation in Agriculture seek employment in preference to working on their land. Other residents too of rural areas, when they amassed money migrate to cities as villages have no cinemas, electricity clubs and other attractions. Absence of city amenities and social facilities is a reason for reluctance to live in their rural homes. There are however some good examples of young men having settled on their estates and having applied their scientific knowledge and obtaining improvement. Farming on systematic lines supplemented by vegetable and fruit gardening poultry bee keeping and such other small profitable industries become fascinating occupation for educated people. Those who have taken to these modern ways of agriculture would prefer it to service. The experiment of the Pu ab Department of Agriculture settling about 70 educated young men on a holding of 50 acres each has proved successful and is a demonstration to those who are of the impression that training given in Agricultural colleges is not of practical value.

I would however suggest that every student on completion of the college course of studies should have 6 months training on a farm The training should be an integral part of the courses of studies like Engineering Likewise there is need of additional Hospital training for the medical graduates fresh from college.

MADRAS, UNIVERSITY OF

1 (a) (1) Facilities are not adequate or of the required standard in many of the subjects covered by the various professions such as Medical Legal Engineering, Veterinary Science, Commerce etc.

(2) (i) In regard to teaching more and better facilities must be available but the most important point is that the right type of persons should be attracted to the teaching profession. In no country has the teaching profession been less adequately recognised by the State than in this country

(ii) This is just beginning to be recognised by the State as an important factor in national life and recently the Government of India have established certain National Laboratories where it is hoped that adequate facilities will be available. More encouragement must however be given through the Universities.

(iii)—(v) In regard to these little or no facilities exist at present. These are important branches of knowledge which are needed in the country and which in the light of experience of certain of the western countries, the State should actively help the Universities to develop. It is possible for Universities or special institutions to train these people

(vi) *It is felt that defence should be treated entirely separately* and the personnel required should be trained in special Colleges established by the *Defence* Department—the Cadet Training Colleges, Officers Training Colleges etc. Encouragement should be given to students *during their college career to get some training in defence*, but any scheme of compulsory training should be based upon a nation-wide *plan to include all citizens of a particular age and or a particular* period.

2. There is need for standardising of legal education. The system of legal education varies in the different Universities in regard to the duration of the course the stage at which legal studies should be commenced and the pursuit of study in more than one faculty by Law students. The whole subject is engaging the attention of the Inter University Board, at present.

3 (a) No

(b) Yes *so far as under-graduate study is concerned*

(c) Very meagre provision is available

(d) Yes, but to a very limited extent. The whole subject of medical education and post-graduate education and research in particular is now engaging the attention of a Conference that has been convened by the Universities and the Government of India. The Conference is expected to meet on the 1st January 1949

4 (a) *There seems to be room for considerable improvement*, a fact which the Universities have taken due note of.

(b) Yes, as far as possible.

(c) Information is not available to warrant any general conclusions.

(d) There is no reason to believe that this is the case.

(e) So far as this University is concerned the basic training seems to be fairly sufficient, but opportunities for higher studies and for research must be encouraged Schemes for inclusion of the study of the *subject in schools, or for Diploma courses will provide* the various grades of technical personnel so essential for agriculture in this *country*

5 (a) Yes so far as Chemical *Engineering*, Mechanical Engineering Electrical Engineering and Civil Engineering are concerned. Radio Engineering Marine Engineering and Aeronautics have not so far received adequate attention in any of the Universities. This is largely due to want of finance

(b) Yes they have generally incorporated these ideas in the under graduate courses but there is no Engineering College which affords facilities for higher studies.

(c) No

6 (a) & (b) Such a modern subject as Commercial Studies must always require revision in the light of experience. Graduates in Commerce can be utilised in the commercial life of the nation, if those who control commerce are better educated to take advantage of the services of trained persons.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

3 (a) On the whole the facilities for medical education provided in individual Colleges are just adequate for the number of students they admit but the total number they can possibly train is not sufficient for the provision of adequate medical care in the country as a whole.

(b) The present standard of University medical education is quite high and compares quite favourably with that in other countries. Of course some changes—on the whole minor changes—are being contemplated to modify the system to suit the Indian conditions better.

(c) Provisions for advanced studies are not so well developed, particularly from the point of view of training for specialisation and facilities for medical research. In this connection, report is awaited of the Committee recently appointed by the Government to inspect the different teaching institutions with a view to finding out where conditions are favourable for the provision to be made for specialisation and research in particular branches of medical science.

(d) Only a few medical colleges have some facilities for research and even these are very limited and more facilities are urgently needed. The existence of research work and of post-graduate training in an institution tend to raise materially the standard of under-graduate instruction.

MALAVIYA, GOVIND.

1 (b) So far (i) & (ii) are concerned it is the duty of the Universities to make provision on these heads. As to the rest, although the Universities are not directly concerned they must give facilities to students in all possible manner. Thus for example in the matter of Defence, Universities must be the recruiting ground for manning the defence Services and hence they must provide for such training as is within their power.

4 (a) So far as theoretical knowledge is concerned, the standard is high enough.

(b) In most colleges not enough attention is perhaps given to practical work except in one, namely the Naini Institute.

(c) & (d) Yes, but the reason is not because the agricultural training is defective, but because agriculture is not paying in comparison with other industries and the amenities in the rural areas do not attract sophisticated educated young men.

(e) Youngmen who elect agriculture as career should be apprenticed to a farm for a year carrying actual cultivation and then take up the theoretical course. They may even join as apprentices in the College farms for one year and then take up the course. This preparatory year will eliminate those who are unsuitable for the course.

MANAGALMURTI, JUSTICE K. T

Oral Evidence

I am in favour of three years course plus one year's practical training for Law It will be positively better than the present system.

There should be whole-time college and staff and no part-time lecturers. I would, however like to have the Law College classes in the morning and evening instead of during the day It is to enable poor law students to do other work. If you don't do it that way you bar about 50 per cent brilliant boys from improving their prospects and also contributing to the country's good.

I would not like Law students to take up M.A. courses. They must take one course even if they are quite capable and very brilliant. I would like them to devote all their energies to Law if they want to take it as their career

LL.M. is a specialised subject and there should be no classes for it. It should be taken up by people who have practised at the Bar for some time or who have done teaching work. They should specialise.

All important subjects should be taught including International Law and the latest subject which is coming up, viz. the Industrial Law which is in the making at the hands of the tribunals. There will be a good field for research and for thinking there.

As regards the study of Roman Law I would say that no knowledge is wasted. And the second thing is that it is the basis of the present Law However we should not devote too much energy to it. I think reading two or three books on the subject will be quite sufficient. Similarly for Ancient Law we should have small pamphlets for the boys.

Constitutional Law and International Law these are the most important things now We devote at present more energy to the current law the Hindu Law and the Muhammedan Law We should really have all subjects for definite courses which should not be much detailed and during the one year that the boy will be having practical training he should have real training in procedural subjects and the subjects which he has to deal with day to day

Legal training, should be made a real training which it is not at present. There is no satisfactory arrangement for this. A boy passes the LL.B. examination and starts practice or is appointed a judge.

MEDICAL COLLEGE, LUCKNOW PRINCIPAL AND STAFF OF

Oral Evidence.

In this part of the country the class of patients who want consultation will require individual attention of the Surgeon and not of the staff I do not think they will agree to be used for teaching purposes by the students. Some of the patients in General Wards feel like that and in Private Wards they will definitely feel much more against it.

The Hospital administration is done through the Hospital Board of Management. We are not satisfied with its composition. The University has been trying to alter it. In the present composition, even the Dean of the Faculty is not there. There is no one who is connected with the Hospital on the Board. People whom we know to be 3rd class men are appointed. They have got the power of appointments also and their decision is final. There have been instances where we do not recommend and still they are appointed. The heads of Departments are asked to recommend. The recommendations are sent to the Hospital Board of Management to make their own appointment.

The second defect is that for every little thing we have to approach the Superintendent and very often we are told the instrument is out of stock

We should know what is ear-marked for each Department. We should be allowed to spend it directly rather than go to the Superintendent. Some things which are told to be out of stock are available in the local market.

Some body like the Indian Medical Council should also inspect the post-graduate courses and certify whether the departments are fit for post-graduate teaching. One bed for 7 persons was the recommendation of the Bhore Committee. Even Sweden has not got that number I should think one bed for every 100 persons should be there.

MEHTA, K. C.

2. (a) (i) The duration of Law courses should be two years after graduation or three years after Intermediate Examination.

(ii) The appointment of teachers should be on both part-time and whole-time basis.

The following subjects may be taught by the whole-time teachers —

Jurisprudence Roman Law Constitutional Law Principles of Equity and International Law both Public and Private.

The rest of the subjects can be efficiently taught by part time teachers only

(iii) The time table should cover three periods daily

(iv) The pursuit of studies in more than one Faculty by Law students should be discouraged and should never be allowed to Science students.

(b) If three years course is adopted, the following subjects should be taught at the Universities —

First year—Jurisprudence, Roman Law Constitutional Law Principles of Contract (including sale of goods and Partnership) and Principles of Torts and Easements.

Second year—*Criminal Law and* Procedure, Law of Evidence, Hindu Law Mahomedan Law and Rent & Revenue Law

Third year—Principles of Equity Specific Relief and Trusts Act, Income Tax and Company Law Civil Procedure, Limitation and Arbitration Act Transfer of Property Act, International Law (Public) International Law (Private)

If however two years course is adopted the following subjects should be taught —

Previous—Jurisprudence Roman Law Constitutional Law Principles of Easements and Torts Principles of Contract including sale of goods and Partnership Acts Law of Evidence and Law of Crimes and Criminal Procedure.

Final—Hindu Law Mahomedan Law Transfer of Property Act Rent and Revenue Law Civil Procedure, Limitation and Arbitration Company Law and Income Tax Act and Principles of Equity with Specific Relief Act and Indian Trusts Act.

(b) (ii) Practical training should be conducted by the High Court on the following subjects—

Limitation of Actions

Drafting of plaints, written statements,

Complaints and applications.

MEHTA, PORUS A.

2. (a) It varies in different Provinces. I do not approve of the system in Bombay

(i) The duration should be 2 years after graduation which should be compulsory

(ii) There should be both part time and whole time teachers.

(iii) Lectures should be only for 2 hours a day Students should have opportunity to work with some lawyer and to see the working of the law Courts.

(iv) The study of language and elocution should be added.

MENON K. KRISHNA.

Oral Evidence

No attempt has been made to teach the Master's Degree course in law

What we do is that if a student takes a particular course, he is attached to a particular professor The professor is supposed to supervise. No student aspiring for a Master's degree need attend the College at all. For M. L. there is no examination. The degree is awarded on the basis of thesis. I am not very keen on having this thesis. A thesis is mostly the piecing together of the writings of several authors.

The Law students are not allowed to pursue any other course. The University does not allow it.

I do not like Law to be introduced as one of the subjects in the Intermediate.

It is impossible to teach law in Tamil or Telugu.

I would not like to have the Bar Council to have a voice in legal education. I would have no objection if it consists of teachers. But it is just an elected body

BASU ICS. S

4(a) The standards of Agricultural Education in the Universities are at present unsatisfactory due to following among other reasons —

(i) The teaching staff are often composed of people who are qualified in purely academic subjects with insufficient experience in practical agriculture and animal husbandry

(ii) The Agricultural Colleges tend to be a sanctuary of the failures in the Departments of Agriculture in research or extention work.

(iii) The Agricultural Colleges are not properly equipped for teaching research work and practical training.

(iv) The standards of admission vary from college to college and the students are not properly selected and not often they have no flair for practical agriculture and are physically unfit for strenuous work which training in agriculture and animal husbandry entails.

(b) At present, the Graduate courses in Agricultural Colleges tend to be over-weighted with theoretical subjects, to the disadvantage of practical training in field conditions. To this extent, the teaching of Agriculture and Animal Husbandry is at present not co-related with the needs of the country

(c) It is true that like other educated people there is a general preference for urban life on the part of Agricultural Graduates. Condition in rural areas at present are not conducive to Agricultural Graduates returning to the land as practical farmers. Small holdings, limited resources and lack of amenities of life in villages are the root causes for the reluctance of agricultural graduates to live in rural areas.

(d) This is partly true, but as stated in (c) above, it is not so much the lack of practical training, as the attractions of urban life and the dull monotony and squalid conditions of our rural areas which make Agricultural Graduate reluctant to go in for practical agriculture.

(e) The following suggestions are offered —

Courses —During the Graduate courses in Agriculture and Animal Husbandry efforts should be made to familiarize students with rural life, rural engineering and hygine which will enable them to live a reasonably comfortable life in villages should be made compulsory subjects for the Degree course.

Duration —Graduate courses in Agriculture should generally be of four years duration after Matriculation.

Basic Training —The standards of admission to Graduate Agricultural and Animal Husbandry courses now varies widely A minimum standard of Matriculation with Science as one of the subjects should be prescribed for admission.

2. At present candidates who are sent abroad for advanced training in Agriculture and Animal Husbandry are not given any idea of the exact duties they will have to perform on their return. The result is that students often return with Ph.Ds. in theoretical subjects which are of little use to Indian agriculture.

3 As far as possible, efforts should be made to give uniform scales of pay to Graduates in Agriculture Animal Husbandry and Veterinary Science. Efforts should also be made to see that Graduates in Agriculture and allied subjects are not at a disadvantage in respect of pay and opportunities for promotion in comparison with Graduates in other professional subjects such as Engineering and Medicine.

MINISTRY OF LABOUR GOVERNMENT OF INDIA.

3 Universities are the best agencies to encourage and foster research work on occupational diseases and to propagate the remedial measures.

MINISTRY OF RAILWAYS (RAILWAY BOARD)

GOVERNMENT OF INDIA.

3 Another aspect which needs consideration is the training facilities which have to be provided to men who are working in factories and workshops for *obtaining theoretical training necessary* for their efficiency both in the jobs which they hold and in other posts of responsibility This in our opinion can best be achieved by the establishment of Polytechnics which can be taken advantage of by candidates who are apprentices in the various engineering trades. Courses in the Polytechnics should be designed to suit the conveniences of those that can take advantage of them either for a limited number of days in the week or during outside normal working hours.

MOHANTHY G C.

Judging from the needs of the country the existing facilities are inadequate in relations to (1) Teaching (2) Research (3) Public Administration. Out of the three the first one is fairly provided for research has not received full attention, and Public Administration has been completely neglected. First rate institutions with provision for training for different careers should be opened India needs *such institutions urgently*

(iv) Of late the question of defence is just taken on hand and just a few training grounds are provided for in India.

(b) It is necessary that each Province should have one general institution where training in all the branches quoted above except Defence are given.

MUKERJI, A. C.

5(b) As far as I know the Engineering Colleges in India have not been able to keep abreast of the advancements made in their respective spheres in foreign countries. The courses were kept antiquated and the same course with practically no variation, was followed for decades. There are now signs of some effort at modernising.

5(c) It is not very essential to have a separate University for Technical subjects. In fact a University which could offer general courses as well as technical ones, would be better at this stage. There must, of course, be full facilities for teaching and research

MUKERJEE, DR. J N.

Oral Evidence.

I think our science students are lacking in training in 2 subjects. There should be much higher standard of methematical attainment and also a knowledge of the mechanical side, workshop practice, engines, machines, etc. There should be a set supplementary course given to them The boys come at the age of 15 when really they are in the medieaval ages. All boys are in the medieaval ages. Suddenly the boys begins to learn Science. This requires supplementation. Better Museums in big cities should be established.

We have discussed that desirability or otherwise of placing the Agricultural Institute under the Agricultural Department in the scientific Man-Power Committee. I would have preferred it under the Ministry of Education. But there are certain difficulties in Agricultural Institutes. Agricultural Colleges or Post-Graduate or Research Institutes have to be in daily touch with and must have control over Experimental Stations. These are under the Ministry of Agriculture in the Provinces, and have to depend on the Agricultural Department for development and expansion. Development and expansion must, go together It is so in America. Experimental Station and the Extension Services are linked. If the Experimental Stations are under the Ministry of Agriculture, we have to think out a way On the analogy of All-India Council of Technical Education, there should be an All-India Council of Agricultural Education. There is no uniformity of standards in the Agricultural Colleges. Standards are lower than what they ought to be. The Inter mediate Examination should be the minimum qualified and 3 years course and one year Farm Practice must be insisted upon and only after that the Degree should be given. In England they have said that the future qualifications for entrance for a 2 years B.Sc. Agriculture will be Honours Tripos, Part I The Agricultural Graduate has to learn Physics, Chemistry Mathematics, Biology Agronomy Mycology Entromology Economics to a certain degree, Agricultural Engineering—a large number of subjects. If he has to do any research later on in 4 years it is not possible for Matriculation. The diversification is more necessary in Agriculture. There is no scope for specialised training. This diversification is very much necessary It is of Post-Graduate work or of B.Sc. (Tech) type. There should be an All-India Council of Agricultural College. Several Departments of the Government are concerned. Who should run it ? It should *be a common pigeon of both Education* and Agriculture. Other wise it would not run properly

In the Provinces in the Faculty of Agriculture under the Uni versity the Governing Body represented by the University *and the* Agriculture Department must have a hand in it.

Apparently Director of Research Studies should be there. Principals of Colleges should have some representation. The Ministry of Education should be represented The Ministry of Agriculture also should be represented.

One or two prominent Vice-Chancellors also.

Apart from these some independent, men, men whom you select carefully for their idealism achievement, energy personality sagacity etc.

NAGENDRAN R.

3 (a) Present facilities for Medical education are not adequate. More Medical Colleges should be started, wherever facilities are available for clinical work.

(b) Present standards of Medical studies are good in many of the Medical Colleges. In several others, the standard is very poor on account of non-availability of the proper type of teachers and in some instances due to poor remuneration paid to them.

(c) Not in all Medical institutions. More attention should be paid for post graduate studies and refresher courses for general practitioners.

(d) Though there are opportunities for research they are not made use of in the Medical Colleges. Full-time Directors in various subjects should be appointed so that they might devote more attention in directing research Such Directors should be prevented from having private practice, the loss therefrom to be compensated adequately by raising their salaries.

NANAVATTY MANILALA.

Oral Evidence.

Last year we made a study of the whole situation and we found that we have done precious little in the agricultural field The agriculture is not organised on scientific basis. The agriculturists are not trained to put into practice the latest inventions. Our Agricultural Department is the poorest organised Department. I submitted a long memorandum detailing what other countries were doing to develop agriculture and suggested that half of the profits of the Reserve Bank should be devoted to agriculture. The Minister told me that he was helpless and he suggested that I should do some propaganda for him. As a matter of fact, I am going to send a reminder to the Government suggesting that if they are able to give at least Rs. 4 or 5 crores a year we should be able to do something for this country

A part of this sum will go for creating a new Department. The trouble is we cannot get people in the provinces to co-operate. We should give subsidies to people to do something. We are just now doing tractor work. Now the problems will get more complicated

because we have got to tackle the States also which have acceded to the Union. Unless the Central Government is strong enough to carry out their programme we cannot get the people in the provinces to carry out the vast schemes.

Universities have got one paper or half a paper in Agriculture Economics. I will give you one instance of the Calcutta University They created a Professor for Agriculture & Economics, and I think after a year or two that post was vacated, and it was never revived. I sent a letter to all the Universities, but most of them said that they were not interested, and some of them even suggested that if we could provide the funds, they would start such a course.

In this country we do not know the cost of cultivation at all. Economic production depends upon the knowledge as to what is the cost of cultivation. The Central Government has not got the information and nobody has got the information. For that we require a big Statistical Department. Economics means Statistics first, you cannot have Economics without statistics.

About the productivity of the soil in this country it is only one-fourth of what the advanced countries produce. The only way to cure this is that certain agricultural methods, e.g selection of seeds, fertilisers, etc. should be utilised.

Another great handicap is the small holdings and the fragmentation of holdings. That has been our greatest evil.

I would suggest the following four methods—

1. They are teaching Agricultural Economics in B.A., and M.A., in a spasmodic and piecemeal manner That has to be put right.
2. We must have a Special Chair of Agricultural Economics.
3. We must have along with the College of Agriculture another College devoted to Economics of Agriculture. Most of our Professors are not sufficiently qualified.
4. Have a special College of Agriculture & Economics as in America. More attention should be paid to Agricultural Economics by the establishment of Chairs if possible. It is also desirable to have a separate Department of Economics.

NARAYANAN K.

Oral Evidence

We have suggested Constitutional History of England and the Commonwealth in the first year Now we are teaching Contracts in general way The history of local institutions, elements of International Law are the new subjects that we have now suggested in

addition to what are now being taught. As a background to Constitutional Law we propose to teach Constitutional History—a study of all legal institutions of India and England.

NARENDRA DEV ACHARYA.

Oral Evidence

Roorkee is giving only diploma at present. I am not opposed to Roorkee becoming a University But I am opposed to 2 more affiliating Universities being started in the province before the present Universities are put on a proper basis.

NAYAR, A. S. MANNADI.

Oral Evidence.

The duration of the Degree course in Medicine from the beginning of this academic year is five years for those who had taken Physics, Chemistry and Natural Science in the Intermediate. Those who have *not taken these subjects have to undergo a pre-registration course of* six months during which they are taught Physics and Chemistry with a medical bias.

NIYOGI, DR. M. B.

Oral Evidence

As regards legal education, I think it ought to be made more serious than it is and on the lines of Bombay Here junior practitioners are employed as lecturers at the time they are getting training in the course. I think in Bombay they have introduced three years course from Intermediate. Instead of B.A. they can take only LL.B

The question is what is the use of being a graduate ordinarily And what they learn in the B A. does not help them very much. Even the B.A. in Agriculture and B Com. is also admitted to the Law course.

OSMANIA UNIVERSITY AGRICULTURAL COLLEGE.

4 (a) The few colleges which now exist in a large and predominantly agricultural country like India, constitute almost a negligible agency The students joining our Agricultural Colleges (despite having premium on village background) unlike college students of other countries have had no education in agriculturally biased schools.

(c) (i) At present there is a single degree course extending over five years, *i.e.*, two years for inter-science and three years in Agriculture. It is suggested that these five years course should be split into two consecutive courses one of Diploma extending over the first two years after Matric and complete in itself the other of three years degree course open to students selected from the Diploma holders as well as from students who have passed Intermediate Examination in Pure Science. This will provide the lower and higher types of workers for rual and agricultural work.

(ii) Agricultural courses, and in fact all University courses, should be framed on a terminal rather than on an annual basis the contents of teaching and testing in each term being a complete unit by itself as in England and America.

This will incidentally open University education to non-graduating persons who are interested in particular subjects.

(iii) To build up a national system of Agricultural education, a Board of Agricultural Education should be set up to correlate the Departments of Agriculture, Education and the Universities.

PAPATLA, LT COL. P

Oral Evidence.

The Medical College was started 5 years ago. The duration of the course is 5 years. In June the first batch will appear now

There were 125 applications for admission to the College. Thirty-five were admitted. A number of Third Divisioners also were admitted.

As regards the proposal to give them some rural training, I think that about 3 months may be set apart for rural service.

I would approve of the suggestion that a paper on History of Medicine with special reference to India should be introduced. There are some books on the subject. Dr G Srinivasamurti has written a book.

PAPWORTH H. C.

1(a) I consider that the existing courses of study and facilities and equipment for them in universities are adequate for teaching, and to a less extent for Research. They are of little use in training for Public Administration, and universities are generally ridiculed by business and commercial magnates as far as training for Business, Commerce and Industry is concerned. It may not be the duty of universities to supply personnel for Businesses and the Defence Services, but, in the absence of other forms of training, recruitment to them has usually been made from universities, and the latter have been blamed for supplying unsuitable material. These problems must first be tackled lower down, and not at the university level. In the first place, Technical High Schools must be established as a parallel to the usual academic type of high school, and technical and commercial subjects must be begun there. Then, Polytechnics are essential both, Technological and Commercial. Army Schools, Naval Schools and Air Force Schools must recruit their pupils at a young age and not after they have spent a few years at a university. I am of opinion that it is useless to try to tackle at a university level problems which ought to have been solved much earlier

1(b) I have been informed by many businessmen that they prefer to employ candidates who have taken the All-India Diploma in Commerce to those who possess a university degree in Commerce.

2(a) *Law Studies.*

With regard to the Bachelor's degree in the Faculty of Law I am of opinion that, in addition to the award of this degree after two years post-graduate study provision should be made for the Bachelor of Laws to be taken as a first degree.

At present candidates are required in most universities to have graduated in another Faculty before they can enter upon a course of study in preparation for the Bachelor of Laws degree. The reason for this is that a lawyer must be a man of wide general culture, and must have a perfect command of the usage and intricacies of the English language, as English is the language of the Law Courts throughout India. Whilst agreeing that these accomplishments are essential, I am of opinion that the acquisition of a degree in another Faculty is not necessarily the best way of attaining them. If the course for the Bachelor of Laws degree is sufficiently long, the acquisition of these accomplishments can be equally well and perhaps better provided for in the Faculty of Law

I therefore recommend that the course for the Bachelor's degree in Law should be of four years duration after Matriculation. The first two years of this course should include a thorough study of those subjects which are regarded as essential for every lawyer namely the English language, Indian English and Commonwealth History Constitutional History the History of Legal Institutions, etc. The last two years may be devoted to the particular study of the Law Facilities should be provided for a candidate to be examined in what may be called the collateral subjects at the end of the second year so that the last two years may be freely devoted to professional study

I feel that this would be a definite improvement upon the general present practice by which it is possible for a man who has taken not only a B.A. degree in subjects which may have little or no connexion with the requirements of the legal profession, but even a B.Sc., or B Com. degree in which the specific cultural subjects essential for a lawyer find no place to join a Law College and in two years to qualify for a degree in Law In the present two years post graduate course, it is impossible adequately to make up these deficiencies and to acquire at the same time a deep and thorough knowledge of Law

The duty of universities is not to provide legal practitioners, but to provide a genuine academic qualification in Law It may be left to the High Courts of Judicature to prescribe qualifications for legal practitioners, which may include university degrees but need not be confined to them nor treat them as essential.

PARMAR, V L.

Oral Evidence.

I do not think it will be possible to reduce the Medical course from 5 to 3½ years. Medical Science has developed so much that a man must have sufficient scientific knowledge. In my opinion 5 years after Intermediate are absolutely essential.

Regarding the idea of making 3 to 6 months rural service a compulsory part of medical education, I would say that I am myself from the country More than half the number of people who come for medical education are from the country side. They come to the city stay here for 5 years for their medical education and they won't make good doctors unless they spent another two years in practical training. And then they have spent a considerable amount of money and they get used to the amenities of city life. If they go to the countryside, what charm there is for them. Obviously very little. They don't get good pays there. The Bombay Government pays a qualified doctor in the rural areas Rs. 75 or Rs. 100 which is not even a chauffeaur's pay in the city Then what about the education of their children? Schools in the country side are not good. Naturally they would like to give better education to their children. That means sending them out to the city which is very expensive.

Further why should only Doctors go to the countryside. Why not Engineers, Lawyears, etc.? If you send Doctors only to the villages, it is an injustice.

A post-graduate institution is very necessary in Bombay We have men and material in plenty We can get good professors, good research students and good clinical equipment. The top men to guide them are also there.

When the younger men come up they must also be given facilities to go abroad. After all, I believe it is a Western Science, and it is necessary to keep in touch with modern developments.

I approve of the idea of introducing a paper on the History of Indian Medicine. But what is happening today is that Government, out of patriotic motives or sentimental reason are establishing a large number of Ayurvedic Colleges. In all these colleges, it is the Western physiology and anatomy that are being taught. If there is anything indigenous it is only pharmacopea, drugs and other things. Those who know the modern methods, if they get to know something of these indigenous systems of medicine, they may be inclined to pursue future research and the pharmacopea could be better utilised. For that, pershaps, a paper on the History of Indian Medicine with particular reference to our system may be useful.

Another difficulty is there are no books to study At least in Gujerathi and English I have come across none. There is no history of medicine here as you find in the West.

The present medical education is very expensive. We hear from many platforms that we want more doctors. The way they are going about it is not right. They are making it very expensive for an ordinary man to send his son for medical courses. Altogether it will cost about Rs. 8 000 to 10,000 It is the middle class people who go in for medical education. Very few rich people, to my

much of practical training. In my opinion, it is highly necessary that we should send our men abroad once in five years at least for getting acquainted with the latest developments.

PATNA, UNIVERSITY OF

2. (a) No.

(i) It should not be uniformally maintained everywhere at two years.

(ii) Whole time teachers should be confined to teaching purely academic subjects like Jurisprudence, Inter national Law etc.

These teachers should have the same conditions of service as other teachers.

Part-time teachers should be engaged for teaching procedure laws and other various acts Central and Provincial. Part-timers should be appointed for a period of time which should not be of a short duration. They should not be required to do more than nine periods per week of teaching.

(iii) The lectures should be held in the mornings and evenings as at present.

(vi) It is not desirable for the students of Law to continue it with any other Faculty

(b) (i) Substantive laws and general principles relating to procedure.

(ii) Drafting, Detailed knowledge of procedure, citation, Professional ethics etc.

3 (a) The facilities are not adequate in every respect—there are certain shortcomings of modern appliances of teaching.

(b) as far the theoretical part is concerned it is satisfactory in clinical and practical it is lacking.

(c) No.

(d) There are limited facilities due to shortage of directing staff, room and equipment.

PATTANAYAK, DR. G C.

(3) (a) No the present facilities for Medical education are very inadequate. The proportion of doctors to population in India is 1 to 7000 where as in England it is 1 to 1000.

(b) No, the standard of Medical education in India is low

(c) There is little or no provision for teaching for following branches of Medical Science and practice which constitute recent advances and which have been already adopted in general practice in most of the civilised countries of the world.

(1) Social medicine and preventive medicine.

(2) Blood transfusion service considered so essential in emergency surgery obstetrics and certain medical conditions like anaemias.

(3) Domiciliary treatment service to reach medical aid to the homes of the patients in emergencies

(4) Maternity and Child Welfare service.

(5) School medical service.

(6) Mass diagnostic radiography

(7) Dietetics.

(8) Physiotherapy

(9) Heliotherapy

(10) Chromotherapy

(11) Old age medical problems (Geriatrics).

(12) Convalescent home treatment.

(13) Rehabilitation.

(14) Orthopoedice, Orthoptics Orthodentics.

(15) Visual Education—use of medical films.

PAUL (MR.)

Oral Evidence.

Our college is not under the public Works Department. It is under the Director of Public Instruction. There is a move to bring it under the P.W.D. I do not favour that move. The one reason for it is that certain amount of bureaucracy may creep in.

Civil Engineers are employed in P.W.D. Mechanical Engineers are employed in the P.W.D. firms, railways, Electricity Department, Agricultural Department and Industries Department.

A recommendation has been made for starting a course in Aeronautical Engineering. For that we require facilities and buildings. The only subject we can do without any extra facilities is Production Engineering. In some parts of the country it is known as Industrial Engineering.

I think a shortening of the course from 4 to 3 years would be better except the Master's Degree course. As a matter of fact, shortening of the Chemical Engineering course was noted about 8 years ago. But that proposal was pigeon holed.

This year we received 2392 applications for 365 seats.

PILLAI, M. K. GOVINDA.

Oral Evidence

So far as the Faculty of Law is concerned, a subcommittee went into the matter and submitted its report. It advocates a three-year post graduate course. It will give facilities for students to attend government service. Law is now a two years whole time course here. We want a kind of concentrated study. The report submitted by us

is that we ought to go back to the old system of three years course and not to a part-time one, because some of the subjects cannot be finished within two years. Practically by the end of the year, we now find we have not yet satisfactorily discharged our duty Further some more subjects have to be included in the syllabus such as elements of International Law Constitutional Law some lectures on Legal Procedure, etc. When I was a student, 50 years ago in the Law College, we were taught Civil Procedure, Criminal Procedure, etc.

We are suggesting the dropping of Bar Council Lectures. We have suggested six months apprentice course but not a Bar Council Examination.

PILLAI, P S. KRISHNA.

Oral Evidence

I think we had both the kinds of lawyers amongst us—the Matriculate Lawyers and the Graduate Lawyer until very recently Now we have put a stop to these Matriculate lawyers. There is a good deal of difference between these two I do not know what it is due to. It is probably because we, in the matter of our learning, express ourselves in a foreign language. Malayalam would not be a proper medium of instruction in law There is very little legal literature in Malayalam. If it is in Malayalam, probably they will be able to express themselves better but when we are called upon to express the legal ideas in English, it requires a good deal of proficiency in the English language.

I belong to the old school when the Law course was taken up later in life, after we had started our career We had part-time course in law The professors had other work and they taught in the mornings and evenings when they had leisure. We students were also employed in offices as clerks and we worked in our offices during the day and took the lessons in the mornings and evenings.

POSTS AND TELEGRAPH DEPARTMENT GOVERNMENT OF INDIA.

5(b) So far as Communication Engineering is concerned, we have a long way yet to go to come up to standards of foreign countries.

PRABHAKAR, A.

5 (a) Chemical Engineering is a new branch of very recent origin. Sufficient attention is not yet paid to this important branch of industry-building and enthusiastic Heads of Departments are not properly encouraged by way of facilities, equipment, building, laboratories, chemicals, glass apparatus, qualified staff etc., and hence adequate facilities are to be given for this important branch.

RAHMAN, HABIBUL.

1 (a) In regard to all these professions the existing courses of study and facilities and equipments are neither adequate, nor sufficiently varied, nor of high standard.

(b) The universities can make valuable contributions in all these spheres provided they receive generous financial grants from the Provincial and Central Governments.

RAJ J S.

4 (a) No.

(b) Not entirely

(c) This is a fact.

(d) Very largely

(e) I would suggest that a plan be drawn up whereby only the most practical young men are admitted to colleges after they have passed through a test. This should include their being required to grow certain crops, doing all operations with their own hands, during their final year in the matriculation stage. Secondly only men from the cultivating classes should be selected for the profession of agriculture, i.e. for admission to agricultural colleges. Thirdly the teaching staff themselves must be required to do a certain amount of practical agricultural work through refresher courses to be conducted every two or three years on selected farms. Fourthly the present emphasis laid on purely Science subjects like Botany Zoology Chemistry Physics and Geology should be modified so that only a portion of these courses is taught. Modification in the Science courses should be carried out by a Committee on which practical agriculturists are represented.

RAJA, DR. P K. S.

Oral Evidence

Little work in Unani and Ayurvedic was done by people knowing modern medicines. Even if you test anything by modern scientific methods, we should in the first instance get to know what has been tested. A paper on History of Medicines should be of three hours duration. Test of Drugs should be in the School of Tropical Medicines. Mass production Research should be organised.

RAJAMANNAR, P V

2. Generally I approve of the present system of legal education in the Madras University I would however prefer the time table of the classes to be so altered as to allow Law Students to pursue other studies. They need not read a little of each subject everyday as in College classes. There may be courses of lectures on different subjects and the student may be compelled to attend a minimum percentage of the lectures in each subject.

2. (b) The division made in Madras is, I think, all right. Only I would suggest the omission of Roman Law

I do not approve of the present system of examination for the confirment of M.L. Degree. The Degree should be conferred only

on candidates regarding whose theses experts, on the concerned subjects, hold a high opinion.

Oral Evidence

Take the present Law course in this University Normally 2 to 3 hours of work is done one hour for Jurisprudence. One hour for Contracts and one hour for Torts. I don't think there is any day on which the classes go beyond four hours. On several days, the students have nothing to do in the afternoon. They may usefully spend their time in the library I have been in the Law College and I know something fairly well about it. Very few students use the library Examinations are practically confined to textbooks, and a student of average intelligence —only those who have passed B.A. or B.Sc are admitted and they are fairly highly intelligent—can easily get through the course. There is so much of leisure that can be usefully employed Law is confined to books and is not like Science where there is laboratory work. An ordinary intelligent boy ought to be able to get through the course in about two months.

The standard for M L. is very low If a student gets more than 40 p.c. in his subject, he is awarded the M. L. Degree. Some M. L. Degree-holders are half as brilliant as B.L. Degree holders

Law is an original subject and there is scope for research. A student may be asked to submit several theses instead of one thesis. This will compel him to make use of the library and to have thorough study of the subject he has chosen.

I have known of part-time lecturers saying that they have got to attend to a case and that therefore there will be no lecture that day After all they have got a future before them. For the sake of Rs. 250 that they get, they cannot sacrifice their future.

If the benefit of lecturers of very eminent practitioners is going to be availed of it cannot be on this system of daily lecturing. They may be asked to deliver a series of lectures.

I am satisfied with the present system of two years Law course after the B.A. Degree course. We are trying a new experiment in the Andhra University I was myself partly responsible for it, because I was the Chairman of the Committee on whose report this system was introduced. Just as a student is allowed to branch off for any other professional course like Engineering, Medicine etc., a student is allowed to branch off for Law after Intermediate course. The duration of the Law course is made three years. The first year is devoted to giving a general grounding in English the principles of Constitutional Law and Political History In other words, the First year is devoted to the teaching of not the Law proper but the foundations of law Within the next two years, subjects of Law are taught.

I would not insist on Law being made a part of the Degree course. A knowledge of the elements of law may be of general use.

RAM KUMARI S.

1 (a) The present facilities are enough considering the present openings for trained people, but they are not enough for sufficient schools and hospitals and all the other attendent requirements to make India a country where the masses are as well off as those of Sweden.

(b) The Universities must try to supply the needful as requirements develop.

3 (a) According to the Bhore report we have 1/10th of the number of doctors we require and 1/100th of the nurses required. Of course most nurses will be trained in hospitals only and not at Universities.

For 40 vacancies a year at the Lady Hardinge Medical College there are 200 applicants and 100 of these are suitable for admission. For women alone the facilities are only half of what are required.

The new nursing college had to refuse admission to 100 students this year and so at least one more nursing college is required here.

RAJPUTANA UNIVERSITY DEANS OF FACULTIES.

We have no age limit. Teachers in schools, clerks, etc. have been enrolled.

Last year percentage of passes was 52.

Other centres for law are Jodhpur Udaipur Bikaner Kotah and Alwar

Two years ago there was not a single law college in this area. Only Udaipur was preparing for it.

My suggestion before you would be to institute three years course for law,—a post-graduate three years course and it must be uniform in the Indian Dominion. So far as combination with M. A. or M.Sc., is concerned I do not think that we can be very strict. Second class graduates may be allowed for the first two years to combine M. A. studies also Of course the standard of learning would rather very much suffer When we have three years course, people would take up M.A. combined but the third year must be for persons who are not combining other subjects. Colleges must be day colleges so that it would be a check upon anybody and everybody taking up law half-heartedly But in Rajputana they should not be allowed to have more than one college provided they are very well staffed with full-time men. These part-time men are neither academic nor serious towards students That of course creates a very bad impression.

LAW FACULTY

We have taken about 60 students in the first year though we got applications from 300 first class and second class students.

Apart from Rajputana people also from Bombay Bangalore, Allahabad and Madras applied.

Merits should count. Unfortunately lot of string pulling is going on. We allowed to take only 30 to 35 students out of 60 this year (Medicine Faculty)

RAM, DR. V S.

2. (iii) An institute of Public Administration should be created at the centre and in each province.

2. (a) (i) Two years.

(ii) Appointment of teachers should be whole time.

(iii) Morning and evening.

(iv) Faculty of Arts.

2. (b) Tutorial classes.

RAMANATHAN, K. R.

5 (a) Insufficient attention has been paid in the Universities to Radio Engineering, Naval Engineering and Aeronautics. Demand for men trained in these branches of Applied Physics, is only just beginning to grow The existing Engineering Colleges which are suitably located should be encouraged to develop appropriate Departments. Separate Universities are not recommended.

RAMANUJAM, MANNAWALA.

1 (a) The existing courses of study and facilities and equipment for them are adequate for teaching, but not for research and Public Administration, nor for business, industrial and economic development or defence. For the last, so far some Universities have had University Officers Training Corps with Military Science as an optional, from which recruitment was made for the Indian Forces. The University Officers Training Corps has been replaced by the National Cadet Corps. In this University the formation of a National Cadet Corps is contemplated for the year 1949-50

(b) It may be within the province of the Universities to meet these needs but they can be met by the Universities only when a liberal system of grants-in-aid is assured both from the Central and Local Governments.

2, 3 4. Do not concern this University

5 (a) General Degree courses in Civil Engineering and latterly in Mechanical and Electrical Engineering have been in vogue for many decades. Those may require constant revision to keep them abreast of the growing knowledge.

Courses in Naval Architecture Aeronautics, Chemical Engineering and many other special branches are sadly lacking mainly due to want of openings for those who qualify In free India, all these courses must be introduced, by Government subsidy so as to make available the necessary personnel for development in various directions.

(b) Some Colleges are attempting in a general way to keep abreast of the advancements but in view of lack of openings for those who get the training, the progress is not sufficient.

(c) Separate Engineering Universities are not favoured. Separate institutions working under or affiliated to Universities will be enough. Research can be provided without forming a separate University. Research however can also be done by special research institution maintained by Government or private agency.

6. Does not concern this University.

RAO GOVINDA.

Oral Evidence

Madras A. C. College of Technology was started in 1944. We train students for B.Sc. Degree in Chemical Engineering, Textile Engineering and Leather Technology. The training is for two years. After B. Sc. Degree, students can take to M.Sc. course. The Degrees are called B. Sc. Technology B.Sc., Chemistry etc. We have sent out three graduates. This year we admitted 20 students in Chemical Engineering and 10 students each in Leather Technology and Textile Engineering. For the present we have got sufficient staff in relation to the strength of the students. In Chemical Engineering and Textile we have got facilities for research after the two-year course. There is one student now doing M.Sc.

This year we received 250 applications, but we admitted only 40.

I am handling the B.Sc. course. For B.Sc. there is the University examination. But it should be supplemented by non-examination courses in machine drawing, geometrical drawing and handicrafts like carpentry and metal works. Drawing is grossly neglected even in High Schools.

RAO DR. KESAVA.

Oral Evidence

Engineering education.

As regards the duration of the course in Engineering I would like it to be as four years plus one year. If graduates are admitted, they may be given one year's exemption. Madras tried three years as an experiment but they have given it up and reverted to four years.

RAY GIRIJA SHANKAR.

2(a) No. Legal education as imparted now is a half hearted attempt to prepare a student for a vocation.

(i) Law should be a subject for the Degree course.

(ii) Whole time.

(iii) Regular classes as for other subjects.

(b) I would suggest Jurisprudence, Principles of Hindu or Mohamedan Law International Law and the Regional Tenancy Legislation to be taught at the B.A. stage with specialised vocational courses later on. This latter stage also should be conducted by the university

REDDY GOVINDA.

Oral Evidence.

I have suggested that schools must be situated in rural places and they must be of vocational nature. For example, the Agricultural colleges can be shifted to rural places nearer to villages to make the villagers know the latest developments in agriculture and the students may also give them demonstrations.

ROY HON'BLE DR. B. C.

Oral Evidence

More attention should be paid to the quality of students trained than the quantity At the same time careers must be found for those students. Lately there had developed a tendency even for agriculturists to become clerks. The demand for technical education has increased to a very great extent.

As professional and technical institutions served India as a whole they must be the concern of the Government of India.

SAHU LAXMINARAYAN.

3 (a) No.

(b) No.

(c) No.

(d) No.

4 (b) No.

(c) Yes.

(d) Yes.

(e) Only 10 per cent for Government jobs & 90 per cent who will start their own farms should be admitted.

5 (b) No.

(c) Yes.

6. (a) No.

(b) No.

SALAMAT ULLAH.

1 I think facilities and equipment for the courses of study designed to meet the needs of professions are meagre in regard to teaching as well as research.

Here I may refer to a report of the impressions of Dr Merle Curti ex-president of American Historical Association, whose lecture tour to the Indian Universities was sponsored by Watumull Foundation

during the autumn of 1946 While appreciating the work of our Universities under the existing circumstances in general terms, he pointed out that our Universities have remarkably illequipped libraries and laboratories and that this might be partly responsible for the deficiency in respect of our contribution to research and original work in the different fields of knowledge.

I feel that the above observation is correct.

SANTHANAM, HON'BLE K.

2. The law course should be a full-time course for three years and should include a knowledge of drafting and legislative procedure. I would insist that every law student should attend at least one session of the Central or Provincial Legislature and take notes on important Bills.

4 Agricultural education in India is not correlated with the needs of the country Normally an agricultural student in India is not competent to run a farm on his own account or set up a business agency which will serve the needs of agriculture. I would like each Agricultural College to consist of a specified number of farms each of which will be run by a student during his course. He must spend half his time in working the farm and the other half in attending classes or doing laboratory work.

5 Engineering Course should be taught in two stages in separate institutions. The first should be a three year course in Basic Engineering to be followed up by a two or three years course in Specialised Engineering.

I would suggest separate Engineering Universities with facilities for Research. In particular I would advocate the establishment of a Railway Engineering University with four Colleges in various parts of India, established and managed by the Central Government as part of the Railway Administration.

SASTRI, T R. VENKATARAMA.

If Jurisprudence and Roman Law are not now deemed as necessary as before for the B. L. examination it is worth considering whether jurisprudence in relation to Hindu, Roman or Islamic Law might not be introduced in the B.A. course. Something like this was proposed at one time but was not pursued as it did not find favour with some. The division of subjects taught at the Madras University and those left for practical training to be instituted and conducted by the Bar Council is satisfactory The part of the University in preparing for the Profession should remain though there have been suggestions that the Bar Council should take over in its entirety the examinations for entering into the Profession.

Oral Evidence.

I would like to have a three-year course for Law I would like to introduce a group for Jurisprudence, and Roman, Hindu and Islamic Laws.

Law may be introduced in the B.A. course if necessary as any other subject like History Economics etc.

SEN GUPTA, S. R.

Oral Evidence

This College (Bengal Engineering College) is a branch of the Education Department and it is administered by the D.P.I Appointments are made by the Public Service Commission.

The duration of the course is 4 years plus Practical training.

Many students admitted in the first year get out successful at the end of the fourth year The casualty won't be more than 5 per cent.

If a boy does not pass 2 years course within 3 years he should get out. About 25 per cent. of the students admitted are so turned out of the institution. They can take the course outside.

SESHACHALAM, DR. T.

Oral Evidence

Medical School, Bangalore is the only school existing in India.

The course is for 4 years and the S.S.L.C. passed candidates are admitted to the School and the Medical School is recognised by the All-India Medical Council.

The first two years are entirely devoted for Basic Science subjects. The selection is made on the basis of marks obtained in the S.S.L.C. especially in the optional Science subjects.

Personally I am of opinion that L.M.P must be continued. This is an opportunity for the S.S.L.C's. to qualify for medicine. Though it is not upto the standard of M.B.B.S., many of the licentiates are faring well in their work.

SETH B. L.

1 (a) Facilities and equipment are still not as great as they should be for the existing courses of study

4 (a) Yes, generally

(b) Yes. To a certain extent. Attempts are being made to effect improvement.

(c) Yes, but the tendency is now gradually changing with the improvement in the prices of Agricultural conditions.

(e) No Changes and modifications are being suggested and implemented from time to time by the University Bodies.

SHANTILAL MANGALDAS.

Oral Evidence.

I hold that there should be some sort of regulations laying down that a person may not be given the degree in say Commerce or Science without his having received practical training in some commercial or industrial concern for say 3 to 6 months. As our country has now gained freedom, we may expect a better response from business houses and I personally feel that there should not be any difficulty in providing this kind of initial practical training to our University graduates. This will also help stimulate the interest of the public in University education. The adverse experience in the past in such direction may not be taken as a guide in this case and may be best forgotten.

SINGH, GUPTA NATH.

4 (a) No.

(b) No

(c) Yes.

(d) Yes.

(e) With a view to produce fit, practical and efficient men, an arrangement should be made for practical training in rural areas by opening practical training centres. Every student should be required to devote at least two years in such centres before getting his degree in Agriculture. In selecting candidates for agricultural training students from rural area should be given preference. Willing students from urban area may also be admitted in Agricultural Colleges, provided they pledge to spend life in rural area Only those graduates should get employment in Government Services, who pledge to work in rural areas.

SINGH, R. U

Oral Evidence

We allow M.A. and Law at the same time. It is not working well at all. A student has got to put in 13 hours per week for Law He has got his M.A. work which comes to 15 to 18 hours. That makes about 31 or 32 hours. We feel that educationally it is unsound that any one should have to attend classes for 32 hours per week. Secondly somehow so far as the law teaching is concerned, the tradition is that you may go through it by reading for a month or so. The feeling is there that less time is required for passing Law than M.A. We feel that it is not desirable educationally The student should make up his mind as to what he wants. If he does not want to go for Law as a profession let him give it up. If he is interested in legal training as such, at any time he can do it.

Apart from this we have to hold the Law classes in the mornings. Tutorial work cannot be done. The Faculty is of the opinion that this should not be permitted.

The Law classes are a source of revenue. The expenditure has increased very much now but even then there is very much saving in Law Really speaking, M.A. and Law are continued at the same time in this University because that gives us more revenue Government are not willing to help us and private benefaction is not available.

We have got the two years course but I have not the slightest doubt that the two years will not be enough. Even if they do law alone two years will not be enough. We have got 15 papers in 2 years. The law course must be of three years' duration. You may admit Intermediates or graduates. If you have an academic as well as a professional degree, there seems to be absolutely no justification for keeping it as a two years course. We do feel that there are certain subjects in which good teaching could be given by Practising Lawyers. Even if it is made a full-day course, we should like to have part time teachers.

The part-time system has not been found quite satisfactory The practitioner makes law teaching a secondary job. The work of the College suffers to a certain extent But we have been fortunate in having the best men from the Bar Therefore even a few number of lectures are really speaking worth the value. The University pays and the students benefit by the lectures. Two of our part-time Professors have been Judges. We have had eminent practitioners on the staff. The arrangement has been unsatisfactory from the administrative point of view There is the question of choice between the whole time teachers and the part-time teachers.

We have tried to do some work in Constitutional Law but there is no attempt to establish any Chair and I do not think there is any chance. I would suggest that we may have Chairs for all subjects for which there is a great deal of scope like Constitutional Law and Legal History There is considerable scope in these subjects. No research in Law has been done worth the name in these two subjects What is necessary is that we do not insist upon the usual conditions for the holder of the Chair The rules of the university are that you should work for 12 hours a week If you have to do 12 hours of work —you know plenty of time is needed for the preparation of higher classes—the result is that not much good will come from established Chair

We started Law course in 1940 and we follow the traditional line as they do every where in this country namely having a number of compulsory papers, 5 or 6 and 2 optional papers by examination only There was an opinion in the Faculty that this was more or less a glorified LL.B. Degree and that we ought to have more of specialisation. The Faculty examined the question and we could not accept the Madras and the Nagpur system nor the Calcutta and the Allahabad system We adopted the London system where they have to take 3 optionals in which they have to specialise. We changed

our courses and we found that it was much better than the previous one, but there was one defect. Our experience showed that our LL.B's were not well-equipped to specialise and as long as the LL.B. standards remain what they are, higher legal studies will be extremely difficult. We have changed that system We have got 2 years regular instruction for the LL.M. In the first year we have got compulsory paper which every student has to take. The subjects taught will give him a wider background, like Jurisprudence, Principles of Legislation and Interpretation Legal History of England and Legal History of India. In the second year our students can choose to specialise in one of the groups like International Law group property group etc. We insist on graduation before admitting for LL.B

I have had a feeling that the establishment of a Council of Legal Education to co-ordinate Law Degrees in the country is very necessary There are many colleges in the provinces and some of them do not have a single set of Law reports. As things stand the association of Deans will not be practicable. I should suggest some sort of constitution which the High Court will recognise.

The Council of Legal Education may consist of Deans of Faculties, plus representatives of the Bar and the Bench.

SREE KRISHNARAJENDRA TECHNOLOGICAL INSTITUTE, BANGALORE, PRINCIPAL.

Oral Evidence

There are 3 grades of courses—degree courses diploma courses and certificate courses. There are 150 students in all.

The minimum qualification is I.Sc. for degree courses and S. S. L.C for diploma courses and for the certificate courses even others are taken. There is a Board of Management for which the Vice-Chancellor is the Chairman The principal is the Secretary There will be good many applications for selection This year out of 250 only 30 were selected. Unless the equipment is increased, we cannot increase the strength.

The percentage of our result is about 75 per cent to 80 per cent. The failed candidates are permitted to appear in private study

We give full practical work. There are big mills and factories here. The students are taken there. The wartime control orders on supply of yarn have sufficiently interfered with the progress of the cottage industry There are also lady students taking the courses.

SRI RAM.

3 In the field of technical education, the medical colleges are easily the best, as theory is combined with practice. Teaching should be provided at least in one or two Universities for a few

selected doctors in modern, up-to-date medicinal treatment and also in surgery

4 Preference should be given to sons of agriculturists. During the period of education each student must be allotted a plot of suitable land. He must be made to do every thing himself on that field from ploughing to winnowing. The timings and results should be marked. Certificates should be awarded on the actual results of his work. At this stage the student should have become a fairly good practical farmer through hard, daily work in the farm He must also be made to grow different crops and in different rotations. He must, of course, be allowed sufficient freedom to show initiative and imagination.

The same ideas, with the necessary changes apply to Engineering also The point is that in these cases the students should be gradually habituated to working in conditions similar to the conditions under which he will have actually to work in future life, especially the *atmosphere and the number of working hours and days. The* conditions of employment, in short, should be reproduced in the college. Engineering colleges should be started only in places where there is some big engineering industry or power plant. It is also suggested that every teacher in a technical institution should be required to work for at least one year in every five years in some actual factory or business organisation. More business executives and working engineers should be invited to take up part-time lecturerships in colleges. Thus the interval between theory and practice might be bridged.

6. (a) & (b) No. The teaching of Commerce subjects leaves much to be desired. At present the student gets only a theoretical background in a number of Commerce subjects, but gets no practical training whatever The result is that whereas a student of medicine can take independent charge of a dispensary immediately after graduation, the Commerce graduate is not fitted to intelligently understand any work of business, leave alone independent charge of even a small business, nor is he able to intelligently appreciate the current economic problems before the country The content and teaching of commercial education should be so modified that both these deficiencies may be removed For adequate practical training it is suggested that after the first year of the Degree Course theoretical and practical instructions should be given side by side for the next two years. The hours of theoretical teaching should be so arranged that the students may be attached for work with an industrial or business concern for the full period of their working hours during the day In some Universities practical training for limited period is prescribed for the post-graduate degree in Commerce. *On the one* hand this training is half-hearted and on the other its postponement for the post-graduate course delays the youngmen's entry into life by two years. For a better appreciation of current economic problems the teaching of Economics should be more realistic and practical.

Oral Evidence

While a doctor comes out he could immediately be put incharge of a dispensary at least, if not a big hospital but when the Engineer comes, from whatever university in India he again has got to go for a course of three or four years training—practical training is inadequate.

In the Commerce College, Delhi, we started a course last year If the morning two hours are not sufficient, then the teachers again come in the evening to give theoretical training. Last year four students applied and reports were extremely satisfactory This year eight students have applied and I and the Principal will interview them They are Hons. students in Commerce.

Provision of practical work in the neighbourhood of the place should be arranged and industrialists must be forced to take them.

There is a Bankers Institute in Bombay and those working in various banks in the country can take their examination there.

SHRINIVASAN LT COL. V

Oral Evidence

It is not possible to reduce the duration of the Medical course, because the standard of the Intermediate here is very low At the end of the course they give the degree of M.D but the average age of admission in American colleges is 22 and the boy is about 26 when he passes out. Here the age for admission is 17 and the student passes out at the age of 22, that is too early in life.

There is a 20 per cent reservation of seats for girls. We are however able to accept more.

On the whole I feel that the general standard of medical men produced by the colleges is deteriorating. But the main reason for this is the lower standard of admissions. The general capacity of the boys to enter the medical profession is below the average.

On the one hand we are abolishing the L.M.P and on the other hand the number of graduates being turned out is so ridiculously small for the needs of the population that a time will come when there will be a great deal of shortage of personnel. Rural dispensaries will have to be closed down. Three years course people will not be qualified doctors. They will be taught the fundamentals of treating simple diseases and the emphasis in that case will be on recognition of their limitations rather than on acquisition of knowledge.
The trouble in India is that the principal medical college hospital is the only place where you can get specialised treatment. People there are over worked and they have very little time to spare. The remedy is to create centres. Government should consider the establishment of special clinics and appoint some of the juniors there. This

is what they have done in England and that is one of the reasons why places like London excel in clinical research. Our medical colleges should concentrate on under-graduate teaching whereas specialised institutions should cater for post-graduate students.

We have got a cancer hospital started by Tatas at Bombay There is no reason why such hospitals should be located only in one province. You cannot have suffering from heart disease and cancer in Bombay only

We must have more specialised hospitals for higher work.

SUBRAHMANIAM, L. R. S.

Oral Evidence

The B. C. L. Degree holder would be better equipped for practising Law as a profession. The B. C. L. is on a higher level than the LL.B. It is something like the Honours degree. It emphasises cultural subjects. It is also very useful for those who wish to take to teaching of the Law courses. The course was started last year and at the moment the number of students is about 4 We have decided to admit only B A. Honours graduates and even there, only the First Divisioners and the Second Divisioners.

The B C. L. Degree holder will not be subjected to the same attendance of lectures as the LL.B. I expect there will be a time when we will not allow the ordinary LL.B s to proceed to LL.M. Only First Divisioners would be considered fit for admission.

The LL.B. s of Delhi are entitled to practise in the Punjab Courts. Allahabad High Court has given permission to Delhi LL.B.'s to be enrolled as Pleaders.

SUR, R. K.

Oral Evidence

Central Pedagogical institute has been newly started last July It was previously the Teachers Training College, Allahabad. We are conducting research into syllabuses and methods of teaching. With the reorganisation of Secondary education in U.P we have started four types of Primary section from classes 1 to 5 I am merely concerned at present with the syllabus and curricula, methods and all other allied matters from class 1 to 8 and I may have to take up this problem in connection with higher secondary schools. The four types of secondary schools are literacy scientific, constructive and aesthetic. The constructive school is concerned with practical subjects like Commerce, Agriculture, Ceramics, Woodcrafts, etc. Aesthetics concern Fine Arts, Music, Painting, Sculpture. They learn for a period of four years including Intermediate. These institutions have been started only this July Just at present we have not enough equipment in Intermediate colleges but we are trying to provide as much equipment

as possible. Formerly Government paid 50 per cent. of the cost of equipment and 50 per cent. was paid by the management, but now we are trying to give them as much as possible. Just at present we are converting old schools. One school may have the four types, but they must run separately. One will not jerk into another. They have common subjects but their syllabuses are slightly different even in the common subjects. If the four institutions are combined, there will be one administrative head, but the four departments will be looked into by four men. In smaller schools they cann t have four different arrangement. The first, two literary and scientific, are preparatory for the university and the third also which has subjects like Commerce, Agriculture and Ceramics. We are also trying to introduce mechanical engineering, but that will go to Roorkee. Just at present I am investigating whether this specialisation at the end of the 8th class will be possible and profitable. I have just taken in hand the constructive, industrial and comm. cial schools. We have not begun them on a wide scale as yet. We are just trying to experiment. Our own institution is not associated with the university. It is separate government institution. It is a research institute in advanced research so far as methods are concerned.

There are training colleges run by the University of Lucknow the University of Aligarh and the University of Banaras. I do not think there is any harm if they remain separate, those that are not attached to a university. The training given at the old Training College, Allahabad was in certain respects that which was given at Banaras or Aligarh University. This I speak from my experience as Inspector of Schools.

Just now we have started another experiment. We are allowing private degree colleges and other institutions to start training colleges. There are five such institutions which have started L. T. training. The staff is not well equipped either in quality or quantity.

TAYLOR, DR. H. J

Oral Evidence

I must say that we are producing a large number of poor physists and very few good ones. I imagine that the situation is as bad in regard to other subjects. This is disappointing at a time when we need well trained scientific men.

I have been wondering what are the reasons for this and two reasons occur to me.

1. The present system of mass examination is bad and it has not picked out the right people. It certainly picks out good book worms but men with real intelligence are not there. I have a great deal of sympathy for what my friend suggested i.e. that aptitude tests must be given importance which have been in vogue in America and elsewhere.

2. At the present moment professional education is in popular demand. People come to the colleges without any proper idea as to what career they are going to have. It is only after they put in two years, the best student goes for professorial courses such as Engineering, Medicine, etc. That means that only second rate men go in for pure Science and that acts as a drag on good men. That is the experience, I think, of most Colleges.

Some suggestions that professional courses should be associated with reservation of education so that a student makes up his mind at an early date as to what he intends to do There should be a more rigorous selection. Now we can scarcely pick out good men for pure Science.

TRAVANCORE UNIVERSITY OF

5 (c) A university cannot consist of one Faculty It is, however desirable for separate institutions to be established for teaching and research in Engineering.

6 Graduates in Commerce are not looked upon with favour by business and industrial concerns, which require a more practical training than the predominantly theoretical instruction given by universities in the Faculty of Commerce.

VAD DR. B. G.

The main purpose of our undergraduate Medical education must be to turn out an efficient and practical general Medical practitioner—trained and equipped with modern scientific methods. The urgency of medical relief and Indian conditions demand a shortening of the period taken between Matriculation and Final M.B., B.S. Examination.

Oral Evidence

As I envisage it, our Universities ought to have the plans—a short-term plan and a long-term plan—because we want more medical men. If we extend the course and have fewer colleges with increased fees, the purpose will not be served. Therefore, for some time, the courses have to be shortened and medical education if not free, it should be made possible for ordinary men to take up and along with that there ought to be more practical training rather than theoretical. The appointments should be made entirely on merit, no preference being given for any kind of considerations other than academic.

Most of the mofussil colleges are poorly equipped I understand they are trying to improve conditions in Poona. Merely multiplication of colleges is not improving education. The quality has to be raised. More importance should be given to practical training as well as research. There is practically no research in the medical colleges. Teaching suffers because it is honorary I do not want to do away completely with honorary teacher but there should be at

least one unit, medical and surgery which should be whole-time. One or two honorary teachers would be good because they can give more useful practical training as they are in touch with the public. Then there should be proper supervision and co-ordination.

It is said that scarcely 30 per cent of the entrants to Medical Colleges, get through after the 5th year But this is because teaching is defective. Moreover admissions are subject to various other conditions also For instance candidates of some particular communities have to be taken irrespective of their merits. Another reason for the low result is that too much emphasis is laid on unimportant things and practical things which a student will meet in life are *neglected.*

I do not think efficiency would suffer as a result of shortening of course. After Matriculation you can finish the whole course in 5½ years instead of the present 7 years. I would suggest that after Matriculation, the first year should be devoted to a training Chemistry Physics and Biology then I would give them 18 months for Physiology and practical Pharmacology There should be no reduction in the clinical period that should continue to be three years. After the completion of the courses, I would insist upon a candidate doing some work either in a district or in the rural areas. That will serve a double purpose. It will train the boy in the conditions of life in which he will have to practise and it will also give rural areas a continuous supply of trained medical personnel I want to make work in rural areas a part of the curriculum There should be a fixed period for rural work before he gets a degree.

The hygienic conditions in most of our villages are so bad that no man accustomed to modern living conditions can live there. Establishment of adequate Public Health Offices is *necessary*

As regards introduction of a paper on the history of medicine for the M B B.S. students with special reference to the Indian system, I would say History of medicine is a subject for M D This could be introduced for the under-graduate course. I think the present system has really grown out of the Ayurvedic and Allopathic systems. Whatever is good has already been absorbed The difficulty about the Ayurveda is that there is no standardisation. The best course would be to investigate into the effectiveness of these so-called special remedies for various diseases and take what is good Ayurvedic treatment very often do us more harm than good.

VENKATACHARI, A. R.

At the moment, there are enough Engineering Colleges in Civil Mechanical and Electrical Branches, but the standard of instruction and facilities for imbibing higher knowledge should be greatly improved to come up to the standards obtaining in the best class of British and American Universities. The main obstacles at present for the development of such organisations are the poor salaries offered to teachers and professors and the lack of equipment of the proper kind. In my opinion, the teaching profession must be the best paid of all professions and should attract the best talent in the country and look forward to as high rewards as are available in the private fields or Government employment.

VISWANATHAN DR. R.

Oral Evidence

We had two schemes.

(1) Firstly the establishment of an All-India Medical Institute associated with which will be the establishment of a Medical College as well.

The Establishment of a Medical College. In 1937 the scheme was started. When the War broke out the scheme put into cold storage.

(2) The Lady Hardinge Medical College to be taken up by the Central Government and to be made a co-educational centre. At the moment it is exclusively for women. The establishment of a separate Medical College for boys will not be a feasible proposition.

The question of the establishment of an All-India Medical Institute will be taken up very soon. It is for higher research in Medicine.

The facilities that are available in the Lady Hardinge College of Medicine for treatment and training is not sufficient to cope up with the increased demand. 40 students are being admitted now. We won't be able to take in more students. In Anatomy and Physiology Departments we may be able to take in about 20 more students if they are extended. If the laboratories are extended and the staff increased, it might be possible to go forward up to 100. There is space available.

In the Central Provinces they are seriously considering the 3 years course in Medicine, it is dangerous.

YODH, B B.

The present medical courses cannot be reduced but in order to get better doctors the medical course requires to be so arranged that some of the best students can take it more leisurely and spend more time in practical training, research work, etc. If some students want to devote more time to certain subjects, some provision should be made for a kind of Honours course or so At present we do not get many people who will take up teaching or research work. The present course is just sufficient. It cannot be further reduced, it can be reorganised by finishing up the examination part of it earlier

It may be desirable to have a post-graduate centre for advanced medical studies in Bombay but I am afraid we have not got sufficient men to start such an institute. I think the general level requires to be increased before we think of such an institute. Even in a city like Bombay I do not think we have enough people to take on post-graduate teaching independently

The University has recommended a three months rural service as an essential part of medical education. When the matter came up before the Senate I said if it was part of medical education I would agree to it, but if it was part of rural medical service, I would not agree. It will be useful for the student to acquire first hand knowledge of the village conditions, but I do not think he can undertake rural medical relief by himself It would not be safe. Though they will be under the direction of the Civil Surgeon. That direction is not likely to help as the Civil Surgeon cannot guide a student from a long distance. If it is a sort of practical experience without much emphasis on relief to the villages I agree to such training.

STEWART COLLEGE CUTTACK, PRINCIPAL AND SECRETARY

Course of study for teaching totally inadequate. Nor enough teaching practice under skilled supervision is given.

RAJAM.

Oral Evidence

No institution gives training for a lower degree.

Not less than 30 per cent of the students who are admitted come out successful after completing the five year course.

Very few are left behind. Many pass in compartments and complete the course in 6 or 7 years. The compartmental system reduces the burden of examination.

Now that the buildings for the Anatomy and Physiology Departments of the Stanley Medical College are ready for occupation, I think the strain on the Madras Medical College will be reduced.

The University has laid down the ratio of 20 students per teacher

But it is not possible to stick to that ratio because we have not got adequate staff. Increase in staff is a matter for the Government to decide. But there is the difficulty of qualified personnel

There are 11 full-time professors for Anatomy Physiology etc., and they are not allowed private practice. There are 14 professors for hospital and college duties and they are allowed consulting practice. My personal opinion is that the teachers should be whole-time teachers. But if they are allowed consulting practice, they bring added experience to teaching. No doubt they add to their income. But private practice gives a certain experience which a physician or surgeon does not get in the hospital. Private practice is permitted to such extent as will not affect their official duties, and outside the college working hours.

They do not go out when they are expected to be in the hospital or college.

Last year we received 1228 applications for the Madras, Stanley and Andhra Medical Colleges. About 325 were selected. There is a common Selection Committee for all the colleges.

There is one private medical college in Vellore but they make their own selection.

We turn out about 150 annually

As regards the population of this province it is 52 millions. They require about 50 times the present number of doctors. But even all the existing doctors are not absorbed by the Government. Only about 5 to 10 per cent. of the doctors are in government service and the rest are practising privately Madras City will normally require about 1,000 doctors. But there are 2,500 doctors and three is tremendous competition in the City If we go 50 miles outside Madras, there are not enough doctors. In rural parts, the proportion of doctors to the

people is very low Some sort of socialisation of medicine is necessary in our country The Government doctors should be posted to villages or groups of villages. But facilities must be provided for the education of the children Another difficulty in the way of doctors settling in villages is the dearth of non-medical technical personnel like public health visitors to help in giving injections, administering medicines and taking blood etc. A doctor should be stationed in a central place and put in charge of villages within a radius of 10 or 15 miles, with an adequate staff of technicians in the villages within his jurisdiction. The doctor should go round and advise the technicians on the outline of the treatment. Whenever necessary the villagers can have the services of the qualified doctor

The Government should make it compulsory for every doctor to practise in rural parts for at least a couple of years.

The Government want to encourage Licentiates in Indian Medicine. Quite a large number of licentiates are turned out. They practise Indian medicines like Ayurveda Unani etc. The idea of the Government is that for meeting the immediate needs of the rural population these L.I.Ms. may be settled in villages and paid on honorarium. The Licentiates get a smattering knowledge of Western medicine. But their initial qualification is poor They are not strictly speaking practising only the Indian system of medicine.

2. The Syndicate endorses the following reply already given by the Vice-Chancellor on the basis of the recommendations of the Education Reorganisation Committee which have been adopted by the Senate of the University and the Legislative of Travancore.

With regard to the Bachelor's Degree in the Faculty of Law in addition to the award of this degree after two years post-graduate study provision should be made for the Bachelor of Laws to be taken as a first degree.

At present candidates are required in most universities to have graduated in another Faculty before they can enter upon a course of study in preparation for the Bachelor of Law Degree. The reason for this is that a lawyer must be a man of wide general culture, and must have a perfect command of the usage and intricacies of the English language, as English is the language of the law Courts throughout India. Whilst agreeing that these accomplishments are

essential, the acquisition of a degree in another Faculty is not necessarily the best way of attaining them. If the course for the Bachelor of Law Degree is sufficiently long, the acquisition of these accomplishments can be equally well and perhaps better provided for in the Faculty of Law

The course for the Bachelor's Degree in Law should therefore, be of four years duration after Matriculation. The first two years of this course should include a thorough study of those subjects which are regarded as essential for every lawyer namely the English language, Indian, English and Commonwealth History Constitutional History the History of Legal Institutions, etc. The last two years may be devoted to the particular study of the Law Facilities should be provided for a candidate to be examined in what may be called the collateral subjects at the end of the second year so that the last two years may be freely devoted to professorial study

This would be a definite improvement upon the general present practice, by which it is possible for a man who has taken not only a B.A. degree in subjects which may have little or no connection with the requirements of the legal profession, but even a B.Sc. or B Com. degree in which the specific cultural subjects essential for a lawyer find no place, to join a Law College and in two years to qualify for a degree in Law In the present two years post-graduate course, it is impossible adequately to make up these deficiencies and to acquire at the same time a deep and thorough knowledge of Law

The duty of universities is not to provide legal practitioners, but to provide a genuine academic qualification in Law It may be left to the High Courts of Judicature to prescribe qualifications for legal practitioners, which may include university degrees but need not be confined to them nor treat them as essential.

5. (c) A University cannot consist of one Faculty It is, however desirable for separate institutions to be established for teaching and research in Engineering. It would be appropriate if the Institution of Engineers (India) made itself responsible for the establishment of a first class institution of this kind.

6. Graduates in Commerce are not looked upon with favour by business and industrial concerns, which require a more practical training than the predominantly theoretical instruction given by universities in the Faculty of Commerce.

ROY (MR.)

Oral Evidence

Our Teachers Training college is training two classes of students—

(1) Teachers for special subjects like Music, Dancing for Basic School. The Minimum qualification for these is Matriculation, (2) Teachers for Post Basic School. The minimum qualification for this is a graduate degree.

In the first stage they are trained for Diploma course, and in the second stage for a Degree course.

QUESTION VII

AIYAR, ALLADI KRISHNASWAMI.

In our zeal for industrial research and expansion it is necessary that the basic sciences are not neglected. It has to be remembered that genuine scientific advancement depends to a very large extent upon the advancement of basic sciences like Mathematics, Theoretical Physics, etc. Mathematics is the fountain-head of all Sciences like Electronics, Engineering, etc., and it is impossible to conceive of a scientist of the first rank without a sound knowledge of Mathematics. There is also a further point to be noted in regard to the basic sciences. It does not involve much expense in the way of apparatus and machinery. As Max Born, referring to Theoretical Physics, stated (and it is to a greater extent true of Mathematics) —

> "It is very cheap subject, a calculating machine, a sufficient staff and a large number of research scholarships attached to the department would enable to keep good students from going elsewhere"

Great importance must be attached to the selection of proper human material which is much more important than scientific equipment or apparatus. It is unreasonable to expect bright men from our Universities to pursue research and devote their whole life to it if a decent standard of comfort is not secured to them and to their families. A stipend of Rs. 75 or even less in the Universities or Institutes of Science is not likely to attract the best students devoted to research. The natural tendency of students admitted to these Institutes on such small stipend is to use them as a foot-board for getting into more lucrative walks of life. The administrative posts to which young men are recruited whether by competition or by nomination, with the graded and high salaries which they carry with them, naturally draw away the talented youth from pursuing a scientific career. Even if those devoted to the cause of Science and scientific research cannot expect the same standard of remuneration as that of persons in administrative posts, the State and the University must assure them a decent standard of living and there must not be very much disparity between persons pursuing a scientific career and those in administrative services. In the words of the founders of the Princeton Institute —

> "Adequate remuneration with sufficient leisure amidst attractive and congenial living conditions and associations are absolutely necessary for the upbuilding of an academic group"

In order to attract the best talent to scientific pursuits, there should be absolutely no communal considerations in selecting students, at any

rate to higher courses in Colleges and Research Institutes. There must be a determined and knockout blow to the policy pursued by certain governments in discriminating between castes and communities in the matter of admission even to higher courses. Research and knowledge cannot flourish on the foundation of communal discrimination in Colleges. If admission to the Universities and Colleges affiliated to the Universities is not based on merit, it is unreasonable to expect proper material for higher research and technological courses. If we do not get the proper human material into the scientific or technological institutes any institute with gradioloquent and sonorous aims and objects will have only an advertising value and the country will not get a return for the tax payers money spent upon such institutes.

AKSHAIBAR LAL, DR.

6 (a) The problems of the industries should be handed over to the Universities for solution and the cost of conducting such work should be borne by the industry

(b) The industry should have the priority right for exploiting the research work for which it has paid proper compensation to the researcher

AMIR CHAND LT.-COL.

1 So far there are no research degrees in the Medical Colleges. Students have been taking clinical degrees as M.S. and M.D which are based on thesis but the number of such persons has been very small and the standard of work of very low quality This is all due to the lack of enthusiasm or ability on their part.

4 The first and foremost requisite for stimulating research work in Universities is to earmark a definite amount of money for this purpose. Another essential condition is of providing Fellowship for research in the institutions A Medical student spends the best part of his life in getting a degree by spending a large amount of money on this education It is impossible for him to continue spending any further time or money for acquiring post-graduate qualifications or research degrees. He is attracted to service or to private practice because of the lack of means and resources. There is no encouragement given to good teachers for the promotion of research and that should also be forthcoming. To further Medical research it is also essential that the Medical teachers should have contact with teachers and research workers in basic Science like Chemistry and Physics. This contact should be ensured by proximity of Medical institutions to research laboratories and also by special lectures and demonstrations by Basic Science research workers. A great deal will be achieved by close contact between the research workers of Chemistry and Physics and the Medical Sciences. At present a great deal of emphasis is placed on Clinical Medicine and very little on the Basic Sciences.

AMRIT KAUR, HON'BLE RAJKUMARI.

1 The Indian Research Fund Association has been sponsoring research schemes in medicine for some time. Unfortunately there has been no co-ordinated effort made in the field of systematic research in Medicine. There are two important reasons why research in Medicine has not been conducted on a satisfactory scale in India. First there are very few opportunities and facilities given in the Medical Colleges for young aspirants Second and the more important reason is the economic factor medical practice being lucrative the students who pass out of Medical Colleges are attracted towards private practice. If satisfactory emoluments are ensured to young graduates who take research as a career medical research can certainly be developed. There is no dearth of talent in the country

ANDHRA MEDICAL COLLEGE, PRINCIPAL AND HEADS OF DEPARTMENTS

Oral Evidence

Insufficiency of individual research is due to lack of facilities rather than to lack of interest.

We want more Assistants or Research Fellows. A Department will have one or two Assistants. He will not be able to do any research because of his routine work as well as Hospital duty If there is space, equipment and research personnel, better results would be shown. As it is, we are doing some incidental research. We have published about 150 papers from this institution. But, however it is not a top-ranking work.

ANDREWS, DR. D F

1 There is need for research in the field of Physical education sports, games and recreation.

For the sake of sound programmes of Physical education on scientific basis, for the sake of improvement in the standards and performances of our nation in the many activities of the athletic and sports field or in water activities, like swimming, diving, etc., research of a high level is necessary

Research in the field of Physical education is one of the important aspects of educational research in countries like England, U.S.A., Germany and as the result of it these countries have made great advances in this field.

APPADORAI, DR. A.

Oral Evidence

There should be M.A. in International Relations. Indian Council of World Affairs is modelled on the lines of Chattam Plan. We have a Research Board where post-graduate work could be undertaken by students who wish to specialise in International Relations. There should be some kind of liaison between International World Council and the students. The policy of our organization is non-offical and no

subsidy is received from Government. It is this body which took the initiative in organising Asian Relations Conference. Twenty scholars are coming from America this year early in December to discuss economic and political problems. I would put forth two suggestions (1) M.A. Course in International Relations and (2) Liaison between his Body and the Universities.

One university can specialise in Middle East and the other in Far East, e.g. Calcutta on Far East and Delhi on Middle East.

ASAF ALI, HIS EXCELLENCY

I would leave it to those who are competent to answer these questions, but I may observe in passing that the best incentive for industries to subsidise research in the different departments of the Universities, or to make substantial grants for the promotion of scientific and technical knowledge in the Universities concerned can be nothing else but a realisation by the industrialists that it will pay handsome dividends.

ASTHANA, DR. N. P.

1 No

(b) There is a certain amount of provision for research work in Pure Sciences in the existing Universities but it is nowhere near the mark.

3 The students should start training in research in the final year of the Master's Degree. There should be a higher and lower research degree.

4 (a) I would prefer the latter course.

(b) Institute a larger number of research scholarships.

5 The different Universities might allow facilities for study and practical experiments to students of other Universities for a limited period.

6 (a) It depends on the subject chosen for research.

(b) It may be made compulsory for industrial concerns to employ University research scholars.

7 (b) Yes. By allowing students of Universities to attend these institutions for a limited period.

BALAKRISHNAIYA, JUSTICE N.

Research in India is yet in the beginning and it is wise to send experienced teachers abroad to acquaint themselves with the principles of advanced research in European countries. Indian students should be allowed to work under these Professors and submit their thesis. The system of research work conducted independently by a candidate should be discouraged.

BANERJEE, DR. G. B.

Oral Evidence

Our country is a poor country It is mainly an agricultural one. Our industries have to be developed. Unless we give an industrial bias to education I do not think we can create the necessary personnel.

We do not teach boys actual application to industry If we do that our boys will be industrially minded. We do it in the stage of Applied Science, but that is the higher stage.

BASU A. N

1 Education as a branch of knowledge and a subject of study and research has yet hardly been recognised. There is very little provision in the universities for researches in education.

3 A Master in a subject should be familiar with the methods of research. So the Master s degree should be both an examination and a research degree.

Besides the Master s degree there should be only *one* more research degree Multiplicity of research degrees is undesirable. Too many degrees smack of a rigid intellectual caste system.

4 (a) If the Master s degree be both a research and an examination degree this purpose will be served. The highest research degree need not be like that.

BHABHA, H J

Oral Evidence

It seems to me clear that unless we are able to raise the standard of teaching, we will never be able to get the right type of material for research work. The level attained by our graduates has to be considerably raised and this cannot be achieved unless we have teachers who are better qualified. The only way I can see of getting over this difficulty is to concentrate as far as possible on the higher and most advanced teaching of certain subjects in certain places which happen to be the centres where we can have all facilities readily available. If there is only one such place, let us concentrate our efforts on that centre. If there is such a centre, our students can go there and get the best. We may give scholarships to enable really brilliant but poor students to go to that centre.

I am not exactly suggesting that M.Sc. courses should be done in one place. What I mean is that particular branches should be in one place. Choose the best place for a particular subject and the best men available should be employed there.

I am absolutely opposed to M.Sc. by research This so-called M.Sc. is of a very poor standard. He is supposed to be of the standard of the Cambridge Tripos, but he is nowhere near that level He has to cover a number of subjects to bring himself up to that standard. He does not get the background of a student who passes M.Sc. by papers.

M.Sc. should be taken by examination as long as our educational level is what it is. A man should automatically be able to solve any problem on the basis of what he has learned. Emphasis should be more on the practical side rather than on mere examination That means our examination system needs revision

Another point I want to bring to your notice is that in many places the syllabuses are not up-to-date. They should be revised and brought up-to-date. Of course, syllabus is not the end of the business. Some of them have syllabuses which are never taught. What is the use of having syllabuses when the teacher does not know anything about it ?

The students who come to us are all first-class students and some first-class first. They come from all the Universities in India. We have found that they are not sufficiently trained to undertake research work, and we had to give them lectures to train them up The general level is shockingly poor I don't mean higher mathematics but ordinary things which they are supposed to know and which are being taught in the foreign Universities.

BHAN R K

Most of the Ministries of the Government of India are now maintaining Departments of Economic and Statistical Research. The Ministries are thus directly interested in the development of research in these fields of enquiry

Research can be of two types —

(a) Pure or theoretical.

(b) On applied problems of practical or administrative value.

There cannot be a hard and fast line between the two but it can be conceded broadly that, while the universities can specialise in the former the Government of India Departments cannot and need not do so but they can offer facilities for the development of the latter The flow of research workers and improvements in statistical and research methods will have to come from the university centres. Besides the universities can also help the Ministries in the study of particular problems which cannot be so studied intensively in the Departments. It is obvious that the scope of study and enquiry in the universities can be wider and larger due to accessibility of libraries, literature and journals. The Government Research Departments may have to depend on universities, time and again. The personnel of these Departments will also have to be fed by the university bodies. There should be thus close inter-dependence between the universities and the Government Research Departments. It need hardly be emphasized that in the new national set up of India and in any future scheme of University Organisation, we should depend less on foreign centres of study for purposes of research and make it possible for the Indian universities to get all the necessary facilities which do not exist at present.

BHARDWAJ Y

Oral Evidence

For Ph D at least one examiner should be an eminent scholar from abroad, while for D Sc. and D.Litt. there should preferably be two such eminent scholars from abroad. The Universities should give formal recognition to only competent teachers with high research qualification for guiding the research work of students for Ph.D D.Sc., and D.Litt. Teachers of ordinary qualifications should not be allowed to guide research. In other words, there should be a registration of teachers to guide research in Colleges and Universities. If this is done, the quality of research work will certainly improve, and there will not be also an unhealthy competition that exists in certain quarters to produce more Doctors, a practice which is not conducive to high-class work.

BHATTACHARYA, K. K.

1 (d) As regards research in Law there are the following handicaps —

(i) Paucity of funds for buying more Law books, Law periodicals, etc., than at present.

(ii) Competent teachers for teaching LL M. cannot be engaged on account of the financial difficulty

(iii) Want of encouragement of LL.M and research studies on account of inadequate provision by way of scholarships etc.

(iv) No additional remuneration is paid to teachers for teaching LL.M or for guiding research.

(v) The sitting accommodation in the Law library is insufficient.

(vi) Most of the teachers who do L.L.B work for more than 12 periods a week have got to do also LL.M. work and if a research student comes in to seek guidance in research the result is that LL.M. teaching and research guidance suffer

(vii) Proper standard supervision and general direction for legal research are urgently called for

3 After Master Degree

BHAWALKAR, DR. D R.

6. (ii) Certain industrialists have no faith in university workers as they consider them unpractical men. This is partly true. To avoid this, universities should be encouraged to establish pilot plants of industries thriving in the area over which the university has jurisdiction This will make the university men more practical, and create confidence in the industrialists.

3. M.A.s and M.Sc.s should start their training in research work. No Master's degree should be obtainable through research only. Two research degrees Ph.D., and D.Litt. or D.Sc. are desirable.

4 (a) The present system is satisfactory. The candidate for Ph.D need not be well trained in all ancillary subjects. M.A. or M.Sc. courses and intensive and extensive studies after getting the Master's degree give sufficient general background for research.

(b) Lecturers and Readers should be given allowance for carrying on research. More research fellowships should be instituted for students in the residential and affiliating Universities. In every big affiliated College at least two research fellowships of Rs. 100 per month should be instituted.

CHETTUR, A. C

1 The existing provision for the Humanities does not appear to be satisfactory.

2. By appointing competent men to guide and by appointing committees every quinquennium to review the work done.

3 After obtaining a Master's degree or an Honours degree. Master's degree should not be available through research. There may be a lower and a higher degree.

4 (a) By thesis partly and by examination partly.

(b) By founding Research Fellowships and by appointing persons to hold the chair by fully equipping the laboratories and libraries.

5 A bi-annual or annual meeting of all the Heads of various sections engaged in research may be arranged for as a preliminary measure.

CHOKSHI, R. D

Oral Evidence

Our standard in Physics is to some extent high, but Chemistry is very poor. Our professors lack contact with other scientists and manufacturing concerns and they have no touch with modern problems. These difficulties can be removed. Professors who have done well here should be sent abroad at the expense of the institute to make fresh contacts and learn new developments.

Professors should be allowed the freedom for consultation work in the pharmaceutical laboratories, etc. They will get to know the needs of the industry and they can contribute to the growth of the industry and the knowledge so gained can be imparted to their students.

The status of professors should be better than what it is now and the emoluments should be increased. They must have a voice in the administration of the institution also.

DAS, NARENDRA PRASAD.

2. It should be assessed on actual work and the standard at which it is conducted. Highly qualified and research teachers should be in-charge of supervision and direction.

3 After graduation. Yes, Masters degree should be obtained through research. There should be a lower and higher research degree.

4. (a) He should be well trained in ancillary subjects.

(b) Greater recognition of research degree over and above the degrees of the University will stimulate research in universities. No. Master s degree should be obtained without research degree.

6. (a) There should be greater cooperation and coordination between the research Departments and industries concerned. Any new measure should be introduced on the results of research and suggestion of research Department only

DATTA, DR. S.

2. There should be a Statutory Central Council of experts to ensure the maintenance of proper standards, proper supervision, direction and assessment of the progress of teaching and research in Veterinary Science and Animal Husbandry in the country

DHODHAR, DR. D B

1 (b) The existing position in respect of research and advanced study in Pure Science is not satisfactory The main reasons are (1) want of sufficient funds for obtaining the latest equipments and (2) lack of enthusiasm amongst the workers due to financial considerations.

2. In order to maintain high standards, universities should ensure that the right type of examiners are appointed for judging the work of the candidates for research degrees.

DEPARTMENT OF SCIENTIFIC RESEARCH, GOVERNMENT OF INDIA.

1 The National laboratories now being established under the auspices of the Council of Scientific and Industrial Research will fill the gap in certain important aspects of research in Sciences and Technology such as Electronics, High Polymers, Metallurgy Fuel Technology Glass and Ceramic Technology Electro-chemical processes, Leather Technology Food Technology and Drugs and Pharmaceutical Technology etc.

(iii) No facilities are available for applied research in Electrical Engineering, Naval Engineering, Chemical Engineering, Aeronautical Engineering, etc.

5 A better inter-university co-ordination may be achieved by setting up a co-ordinating committee representing all the universities to discuss the problems of research and their progress and adopt the future line of action for various subjects.

6 Universities are the best place for conducting fundamental research It is necessary to co-ordinate the reorganization of university education with industrial development so that education benefits from practical training and industry benefits from research on long range problems that may be taken in hand in the Science Departments of the universities

DESHMUKH DR. PANJABRAO.

1 The existing position in respect of research and advanced study is satisfactory in one of the branches of study

3 At any stage where a competent Professor certifies that the student is capable of doing research.

4 (a) I do not consider it wrong to confer Research Degrees on the basis merely of a thesis. Strenuous efforts ought to be made to maintain a high standard. I would not like to insist upon any training in all ancillary subjects.

(b) By stipends, scholarships and proper encouragement.

DHAR DR. N R.

Oral Evidence

One thing we feel very much is that the number of Fellowships or research scholarships are highly limited. In 10 years I have turned 50 D Phils and D Scs. One of my best students borrowed Rs. 10,000 and studied for his B.Sc. and M.Sc. I have had many other cases of that type. It is a great hardship. What I have been thinking and I have been telling Government officials is that some of the money ear marked for industrial and scientific research, Agriculture research or Medical research, that is sanctioned by the Government of India on research schemes, should be available to Indian universities. Then perhaps we can do very much better work in the universities than is being done at present.

DIRECTOR GENERAL OF CIVIL AVIATION, MINISTRY OF COMMUNICATION.

1 (c) There is enough knowledge available in the world which we can profitably utilise during the next five years and the aim in India should be to put already accumulated knowledge into practice. For this purpose very good reference libraries comparable with those of industrially advanced countries should be built up

GAUHATI, UNIVERSITY OF

3 The Master's Degree should not be obtainable through research. There might be a lower and a higher Research Degree after the Master's Degree.

4 (a) It is desirable that a candidate should be well trained in ancillary subjects. A supplementary course of study after the Master's Degree may be instituted.

GHOSH, J

1 More facilities and more encouragement are needed.

2. Every University should appoint special committees or Boards for the purpose.

3 After the M.A. and M.Sc. courses. No research should be required of the M.A. or M.Sc. candidates. Yes

4 (a) Some stress should be laid on auxiliary subjects.

(b) Proper recognition of and reward for really good research.

5 This may be arranged by the specialists in different Universities.

6. (a) Not much.

(b) Active co-operation between the Research Departments and the Industrial concerns.

GWYER, SIR MAURICE.

Oral Evidence.

Research work generally depends in many cases on the inclinations of the persons. If a man is research-minded, you cannot stop him, and if he is not, any amount of stimulation will not help.

I would not like research to be entirely divorced from teaching.

The possibility of having Research Professorships might be considered.

The bulk of Arts teaching is done in the colleges. Some of the college teachers are very highly qualified. It has been difficult to encourage research in the Arts side as one could wish, because the University has not had sufficient co-operation from all the colleges as my colleagues in the University would agree.

We have Research Fellowships of the value of Rs. 75 each tenable for two years.

Government will be drawing and ultimately exhausting the only source from which good people are recruited if they persist in the policy of recruiting people from teachers and those who are engaged in research.

I would welcome something like the establishment of State Fellowships where candidates of promise are chosen to do research work and are given liberty to pursue their subjects and not to do teaching work compulsorily

IYENGAR, G. V KRISHNASWAMY

3. Master's degree should be obtainable after examination. Research should start after a Master's degree. There may be a lower and a higher research degree.

5 Each university may confine itself to one line of research, and in cases where a number of observations or data from various places are required several universities may jointly conduct the research.

6 The industries must realise that their salvation lies in advanced research and in keeping themselves abreast of the times. Unfortunately they do not. Recently I approached a few big and well-established firms with a view to the introduction of Statistical Quality Control. The response was nil. I am taking it up again with them.

IYENGAR, T S. RAJAGOPALA.

1 Not satisfactory

(a) Teachers must be allowed sufficient leisure for research work. Research must be made compulsory Library facilities must be freely extended. Students also must be given that atmosphere by introduction of tutorial system People below 18 years should not be encouraged to enter the university

(c) For Applied Science, a year s service in some hospital, work shop agricultural farm, etc. before they are admitted to the Medical Engineering or Agricultural College is necessary That would make them know to what course their ability and aptitude would fit in. It would also give them a practical view of the matter

JAYAKAR, RT HON BLE DR. M R.

Oral Evidence

We have at present here, the Deccan College Post-Graduate and Research Institute and the Bhandarkar Oriental Research Institute. The Bhandarkar Institute is engaged in Sanskrit studies. We suggested in our report that Poona is eminently fitted to start a School of All Indian Languages. Because Poona has a very ancestral connection with Karnataka and Andhra. Round about Sanskrit and Sanskritic studies we might have a School of Asian Languages. We have not yet taken up the question because we have no money

JHA, I. S.

2. So far Commerce and Business Administration are concerned, research should be carried on to meet the needs of industry and if it is done with the above object in view there will not be much difficulty in maintaining the standard, direction and assessment. Ways should be devised for proper co-ordination between the industrialists and the research scholars and institutions.

3 Some sort of research work at the Bachelor's stage sectional research of a higher standard at the Master's stage.

Only those should be allowed for higher research who have already done some junior research work.

4 (a) A candidate should be well trained in ancillary subjects.

6 (a) & (b) To a very great extent by keeping it in touch with the industries so as to meet their requirements. The industries can have a real interest in such work only if they contribute or bear a certain percentage of total cost.

JOHN, DR. C. C.

Oral Evidence

When we started research after B.Sc., it was not possible to get students. So we gave B.Sc. s a preliminary training in research and after a few months, if and when they were found competent, we took them for research. In all such cases we have found that the students have been doing very good work.

Research work is an essential qualification for the selection of teachers. But if they are not able to do research, it must be due to other circumstances. They say they have got too much of teaching work especially when they have Intermediate, B.Sc. and Hons. classes. The quality of research will improve if you remove the Intermediate class.

Sometime ago, when the National Planning Committee was preparing its report on the Fisheries Department, I suggested that all these research problems must be handed over to the universities. The work of the various universities in regard to research must be more or less co-ordinated so that there may not be unnecessary duplication of work. We have noticed a great deal of money being spent in certain universities in duplicating the work carried on elsewhere.

There is a Royal Institute of Science in Bombay and a Marine Laboratory attached to the Madras University But a Department in Marine Biology purely engaged on fisheries is working only here.

JUNG ALI YAR.

1 In general, no except in some Pure Science and Applied Science. Even there the facilities which exist are meagre.

2. By recruitment of fully qualified personnel provision of facilities by way of equipment and library and publications (including publications in accepted research journals)

3 Research at the M.A. stage has the advantage of introducing students to methods of research and option should be given to take the degree by examination or research. There should of course be higher research Degrees like Ph.D etc.

4 (a) Not satisfactory the candidate should be well-trained in all ancillary subjects and should be carefully selected.

(b) By fellowships. The provision of adequate research facilities goes without saying.

5 Research students of one University should be allowed to work for one or more terms at another University Another way would be for Universities to keep each other informed of the subjects undertaken for research and in cases where this may be necessary to exchange students and even coordinate subjects according as facilities may exist in some Universities and may not exist in some others. For effective co-ordination, a Central organization will be necessary dealing only with inter University coordination in research. Perhaps a sub-Committee of the Inter-Universities Board may do.

6 (a) & (b) By (i) better organisation of grants from Industries for fundamental and other research (ii) Universities admitting the problems of Industries for research and solution, (iii) Provision of suitable scientific personnel for whole-time or part-time work (iv) admission of research staff of Universities to Industrial factories and workshops to get first-hand information of the problems, (v) admission of scientific personnel of Industries to the Universities for keeping abreast of the latest developments in fundamental research and (vi) the creation of suitable liaison between the Industries and Universities for the above purposes. The results are themselves likely to prove the best incentives.

7 (a) (b) & (c) As regards Research and Technological institutions, the question has already been partly answered. In general, there should be free exchange of personnel on a short term basis, mutual exchange of membership on the different academic or research bodies of each, exchange of information, facilities for training in these institutions for University personnel and frequent conferences.

KANE, MAHAMAHOPADHAYA, DR. P V

The position in regard to research and advanced study in the Humanities, learned Professions and Sciences is not satisfactory at all.

3 The students should not be allowed to start research until they obtain the Master's Degree. In my opinion, the M.A. or the LL.M. Degree should not be obtainable by research. The only research degree should be Ph.D

4 (a) The present system of conferring research degrees on the basis of merely a thesis on a particular branch of a subject is not satisfactory I would therefore suggest as I stated in 3 above that a Master's Degree should not be available by thesis but only by papers. If that were to be insisted upon, it would not be necessary or desirable that the candidates for the Ph.D Degree should be well-versed in the other ancillary subjects.

Oral Evidence.

I don't favour Master's degree by research. The only research degree should be Ph.D At present we have too many degrees. We must have some definite policy in these matters.

KAPPANNA, DR. A. N

Oral Evidence.

I was doing analysis of the oils obtained from the rinds, seeds and leaves of the different cyctrus trees available in C.P I sent a portion of the results and said I wanted so much money for the scheme. I was informed that on account of the more important schemes that have been sent to the Board of Scientific and Industrial Research and in view of other important things, funds could not be provided for my scheme at that time. But within about 12 months I found that my scheme had been adopted for other places. The fact is there.

KHAN, DR. K. A.

RAGHAVACHAR, K. V

2. By instituting an all-India Board of scholars and experts to help the various Provincial Boards.

3 Research only after the M.A. degree M.A. Degree must not be obtainable through research only one Doctorate degree.

4 (a) The insistence on the M.A. degree prior to offering a thesis for the Doctorate degree ensures a sufficiently wide grounding in the subject and enable him to pursue a special branch therein.

(b) (i) Institution of a liberal number of fellowships for research.

(ii) Granting of a personal allowance for the holder of a Doctorate degree.

(iii) Creating facilities in material and guidance libraries, laboratories, well-trained first-rate staff, liberal chances of coming into contact with the outside world through travels and conference.

5. Inter University periodical reports.

KRISHNAN DR. B. T

1 The existing position in respect of research in various branches of Medicine is not satisfactory though facilities for advanced study are available in some universities.

2. The maintenance of proper standard and supervision and assessment of the progress of research could be ensured by calling for periodical reports on the work done.

3 Students can start their training in research after completion of the degree course. Master's Degree should be obtainable partly by examination and partly by research. There should be a higher research Degree Ph.D and D.Sc.

4. (b) Institution of Fellowships would stimulate research in Universities.

Oral Evidence

Research work done by the teachers is very poor The College is just in the course of development. We must have more hands in the college.

Without that it is impossible to start any research work.

KRISHNA DR. V S.

Oral Evidence

Here we have been putting stress on research work. According to the Standing Orders of the Syndicate, a teacher who wants to do special research can ask for a reduction in lecturing hours and also for research grant. When we receive indents for laboratory equipments, the indents which are marked "For research" are given preference over the rest.

KURIYAN DR. GEORGE.

Oral Evidence.

Facilities for research and advanced study in various branches of knowledge are very meagre. College lectures should also have training in research. With such a training, their teaching can improve.

KURULKAR, G M

Oral Evidence

It has always been said that research is not being done in the clinical subjects though to a certain extent in non-clinical subjects. There are seven points.

1 *Faculty selection of the candidate.*—Selection to the medical courses is not done on proper lines and there ought to be some aptitude tests and suitability of the candidates to the profession. Only the academic marks which a candidate has obtained in Physics, Chemistry and Biology are taken into consideration.

It has been said that according to statistics Rs. 1,200 to Rs. 1 400 are spent per candidate per year out of which only about Rs. 400 are returned by way of fees from the students. The State has to incur the balance Rs. 800 In addition to that there are so many failures. Therefore particular care must be taken to select the candidate thereafter to see that he is properly trained.

2 *Unbalanced training system.*—The training system is in the hands of people who are mostly concerned with private practice and they have no time to devote to the education of the candidates. Proper planning is not there. There is too much division of the subjects and too much specialisation in the earlier non-clinical subjects. The teachers of these subjects must be jointly responsible for the training of the students.

3 *Selection of teachers.*—They should not only have academic qualifications but must also have aptitude for teaching. The present practice is that if a person comes out first in the examination he is immediately admitted as a teacher

4 *Honorary system.*—Those who are interested in private practice do not want the honorary system to disappear The honorary teachers cannot devote their whole time and attention on account of private practice.

For example, if a call comes from a private party while the classes are on, he will hurry up the whole thing and run away We have been trying to replace honorary system by whole-time teachers but this has been meeting with stiff opposition.

5 *Faculty examination system.*—It must be modelled on a different basis altogether A candidate should be examined when he says he is ready for it. The examination should be done step by step. Oral examination should be given more importance and written papers less.

6. Examiners without proper conception of examinations are appointed. The conception of examination is completely lost sight of any junior man is appointed as an examiner

7 Honorary system promotes the lure of practice. In so far as practice is concerned, medical education has not failed but in so far as research is concerned, it has failed.

Unit system should be introduced. Unit means in a hospital like K.E.M. Hospital that the head of the Unit is responsible for all the activities pertaining to that Branch. He would be a full-time man.

If the whole attitude towards pay is changed and the money motive is not there, then we can get such men. In fact we can start with some enthusiastic juniors and after 8 or ten years we will find a vast improvement. People with an aptitude for research should be taken.

Our standard in physics is to some extent high, but chemistry is very poor Our professors lack contact with other scientists and manufacturing concerns and they have no touch with modern problems. These difficulties can be put right. Our Professors who have done well here should be sent abroad at the expense of the institute to make fresh contacts and learn new developments.

Professors should be allowed the freedom for consultation work in the pharmaceutical laboratories, etc. They will *get to know the needs* of the industry and they can contribute to the growth of the industry and the knowledge so gained can be imparted to their students.

The status of professors should be better than what it is now and the emoluments should be increased. They must have a voice in the *administration of the institution* also.

LUCKNOW UNIVERSITY OF

1 No

In unitary Universities some research work has been done in humanities and pure sciences. If teachers have requisite leisure and conditions are favourable much more work is possible. But so far as applied sciences and technology and learned professions are concerned very little work has been done and it is practically of no value. We have to begin from the scratch. There is provision for advanced study in certain learned professions but it is not adequate. But so far as research is concerned it is practically non-existent.

2. For promotion of research it is necessary to provide all the necessary facilities. A sufficient number of research scholarships should be endowed and there should be extension of well equipped laboratories and libraries. Arrangements should also be made for the publication of research work done in a University. This will stimulate interest of researchers. It is only when these various facilities are provided that we can expect a higher standard of work.

3 After M.A. and M.Sc. Master's degree should not be obtainable through research. There may be a lower and a higher research degree.

4 (a) For the lower degree a mere thesis would do but for the higher degree it would be desirable that the candidate should be trained in all ancillary subjects as well.

(b) Some of the ways have been suggested above. In special cases a capable researcher may be relieved of his teaching work. Research work of a high standard should receive recognition and it should be made clear that promotion to a higher grade will not be possible unless the teacher has done some research work.

5 Exchange of teachers and Research scholars. Research scholars to be permitted to work at other Universities and to get credit in attendance at their own University. Periodical meetings of Research scholars and teachers.

6. (a) The Industries can set problems to Universities for solution and can finance such schemes. This is being done by research departments of the Government of India. Government should establish Boards of Industrial and Scientific Research which should be composed of representatives of Industries, Universities and other research institutions.

(b) The results of researches carried on in the Universities should be communicated to Industrialists and they should be invited to make full use of them.

7 (a) We favour co-ordination and contact by mutual exchange of teachers and research scholars.

MADRAS, UNIVERSITY OF

1 No. Facilities are not satisfactory under any of these headings although, in research in certain of the Pure Sciences and Applied

Sciences, a start has been made by the Government by instituting National Laboratories. But they have yet to be fully completed and equipped. Much will depend upon how these national laboratories are equipped and manned.

2. The progress of research is best judged by the contribution made to the literature of the subject in well-accepted periodicals or journals of international reputation.

3. *After graduation, a student if he is so inclined can be trained for* research. The Master's degree in Science may be the first research degree and it will indicate a knowledge of the fundamental and methodology of research. A student supplicating for the Master's Degree cannot be expected to have done original research in the subject. In the Humanities, the Master's Degree is generally granted by examination, and it would neither be feasible nor desirable to alter this. There should be higher research Degree like Ph.D D.Sc., and D.Litt.

4. (a) Any person pursuing research for the first Degree or for a Ph.D Degree should do so under supervision and as in several Universities abroad particularly in the U.S.A., it should be based upon an integrated study of the main subject of research and the ancillary subjects that are needed for a proper appreciation of the main subject. *Till a candidate has shown that he has a full and fair appreciation of the* subject in general, the Supervisor should not encourage his selecting a subject for a thesis, and the subject finally chosen should be approved by the Faculty or a Committee of experts on the subject. It is also desirable that for a Degree like the Ph.D., students should be submitted to an examination of a fairly searching nature, (ordinarily oral, and also written, if necessary) by the Faculty and then only permitted to be *registered as candidates pursuing research for the higher Degree.*

(b) A better planned course as suggested above along with provision *for research Fellowships, more and better equipped staff and the* necessary equipment for the Department of Research with library facilities. All these require financial assistance from the State.

5. Inter University co-ordination in research is possible only when a certain amount of uniformity in minimum standards is maintained as between Universities. It should always be possible for students engaged in research to visit different University centres or to undergo a part of their course in research at different Universities. The general principle that there should be co-ordination in research between Universities is *accepted the nature of such co-ordination must be* determined from time to time according to the needs of the particular subject of research, and this is best done by a body like the Inter-University Board.

6. (a) & (b) It is well-known that industries depend upon research departments, whether of industries or of research Institutes for solving many of their problems. This applies to all Departments of applied science, and industries should be encouraged to send their problems to the Departments of the Universities concerned. In recent years, the

industries have realised the importance of research and are subsidising them. Further encouragement in this line is possible if the State encourages industries to take more active interest in research. One such method is to relieve industries subsidising research of some part of their tax burden.

7. (a) This has already been dealt with.

(b) Yes, by giving opportunities for those employed in the Research Institutes of Universities and for other teachers, to pay periodical visits *to these Institutes and to get a certain amount of training.*

(c) It will be good for some of the Professors of these Institutes to spend a short time at Universities whenever possible.

MAHANTY, DR. H. B.

Oral Evidence

Research was not actually started until about 1930 or a little after. It was purely a teaching laboratory. When we came we had a desire for research and then efforts began. During this time they have published some papers though not of outstanding quality in the Royal Asiatic Society.

We have got men trained in foreign universities, but the difficulty is the teaching periods are long, correction of note books takes a lot of time.

Removal of Intermediate would take away a lot of routine work and allow time for concentration of higher teaching.

There is no scientific society practically. There is one in the Ravenshaw College where periodically meetings are held. It is mostly for the benefit of the school. There are isolated persons doing research, and there is no society for their benefit.

MAHANTY, R. N.

4. (a) Along with a thesis, ancillary subjects should be included in the research degrees.

(b) Promotion among college teachers to the higher grade should be strictly based on production of at least 2 or more worthy books after research work.

6. (a) All industries should depend upon Universities for their guidance in technical matters which of course would require that our universities should be of that standard.

MAHARAJA'S COLLEGE, MYSORE, PRINCIPAL AND STAFF

Oral Evidence.

There is not enough inducement to do research work. University authorities do not encourage us to do more research work and no help is forthcoming from them. There are very few research scholarships. We have not enough grant for publication. Further there must be a professor for Research. (Principal)

There is no inducement to take to research—nor any encouragement for a researcher (A member of the Staff)

MAHARAJ'S COLLEGE MYSORE, REPRESENTATIVES OF THE JUNIOR TEACHERS.

Oral Evidence

No research work has been done as there are no facilities for doing so

We agree that good teachers are good researchers. But, for this, facilities must be created. Firstly the scales of pay of University teachers must be improved.

We want to specialise in the subject and if no proper encouragement is given to us, the fault is not on our part.

MALARIA INSTITUTE OF INDIA, DELHI.

1 There is very little research or advanced study being carried out under any of the four heads as compared to the number of institutions and the number of students that go for university education.

2. There should be a larger number of better paid teachers in the various faculties and there should be well-equipped laboratories and other paraphernalia connected with higher study in the branch of science they are dealing with.

3 Students should start their training in research work after taking their Bachelor's degree. The Master's degree should be obtainable through research and higher research degree should be awarded two years after obtaining the Master's degree.

4 (b) Stimulating research work in a university depends on the head of the department in any faculty If he is fully qualified and has enough time to devote to research, he can easily create interest in research for the students working under him If however he is all the time to think of getting some more money by either writing books or becoming an examiner and has very little time to devote to research the prescribed course of research will not stimulate the students in any way As many qualified workers as possible should be associated with each subject so that students are at liberty to take up any particular subject under any member of the staff.

5. There should be inter-university meetings of research workers to discuss the problems on which research is being carried out in various universities and there should be a Central co-ordinating body for research.

6. (a) There should be close co-operation and co-ordination between industries and research departments of the various universities. The Universities should give the industry assistance in the various problems they have and industries should help the research departments by developing specialised apparatus whenever required to do so

MANJUNATH, DR. B L.

Oral Evidence

We give some M.Sc. degrees by thesis and some by studying for 3 years after a pass of B.Sc., or one year after honours degree.

The advancement of research work in the Universities? It all depends upon the students. The honours students will have fairly a good knowledge to do research work. Those who have an aptitude for research will take to it.

MATHAI, S.

1 (a) The position with regard to most of the subjects that would come under the head of "Humanities" is unsatisfactory Manuscripts and original works in many of these subjects are not readily available in India University and college libraries are too often strictly utilitarian in their composition and teachers and students in colleges in smaller provincial towns have very little opportunity for advanced work.

MEDICAL COLLEGE, LUCKNOW PRINCIPAL AND STAFF

Oral Evidence.

There are two types of researches. One is the laboratory research done in the pre-Clinical Departments of Anatomy Physiology Pharmacology etc. The other is Clinical research. For research in any field you require funds, co-operation and talent. Our research grant is Rs. 2,000 per annum which is divided between 10 departments. There has been no provision for research funds in this institution. Co-operation also has been wanting.

There is no provision for post-mortems. We have got to make observations in so many obscure conditions. But we have got no post-mortem material to complete our observation and so we cannot publish what we have done. In the course of a whole year we hardly get 20 post-mortem examinations.

We have got one Research Fellowship awarded by the University Three Research Scholarships are paid through a research fund, of Rs. 150 each per month. The Research Fellowships we have been giving are absolutely inadequate and no one would like to do any research work on those conditions.

MENON K. KRISHNA.

Oral Evidence.

We have two scholarships for research work in Law in the Madras Law College. But unfortunately no substantial research had been done so far The reason is that there is no sufficient encouragement.

The Senate has approved the opening of a Department for research in International Law and Constitutional Law This department will be attached to the University

METEOROLOGICAL DEPARTMENT GOVERNMENT OF INDIA.

7 (a) There should be close co-ordination between universities and the various research and technological institutions, Laboratories and Scientific Surveys of the Government of India.

(c) These institutions should have representatives in the Science Faculties of the Universities with which they are associated and should provide facilities for advanced study and research to university students.

MOGHE, DR.

If you have a good man at the top if you give him sufficient assistence by way of other junior colleagues who are research-minded, research is bound to improve. But so long as people on the college staff know that there are other ways of rising to prominence, then there is no hope for research and good work to improve.

Whenever we ask for research grants a few small grants are doled out to us—Rs. 200 or Rs. 400—and then we are asked to submit monthly quarterly and half yearly a report as to how we have spent that money So I think if research programmes are settled a year ahead *and grants and other things are fixed for them, and if those programmes* are submitted to a central organisation, the colleges will probably have better finances.

MUKERJEE, DR. J N

Oral Evidence

The University training and research are low Compared to other countries it is far lower It has deteriorated.

It is due to expansion. People are being appointed who are really not very competent to be the leaders of Science.

I must comment on the thesis business for M.Sc. In many cases the M.Sc. Degree is awarded on the basis of thesis. There are two examiners for this. It is found difficult to turn down the thesis because it represents the solid work of 2 years. The man who has done the work was given the problem and I do not blame him This should be stopped. If it is not up to the mark, it should be rejected.

The second thing I find is that these thesis are merely of a routine type of investigations which could be done in industrial establishment. They do not contribute much.

The whole thing depends on the standard of B.Sc. *M.Sc. follows* B.Sc. If there is one degree, the three year Honours degree, we can

think of M.Sc. by thesis. But the experience of the London University with M.Sc. is that thesis does not serve any purpose. The student does not get training in research methods in one year So for the Ph.D Degree a two year's course for research is necessary Then we should have a higher standard than the B Sc. Honours where we could give training in fundamentals. I would tag on the first year M.Sc. to Ph D and abolish the other degree.

In the Ph D it will be by thesis. *It is mainly a question of men* and facilities. The equipment is very poor Apparatus is practically non-existent. Modern technique is wanting. All these come to Finance. People know it but they cannot get the things. A good workshop and glass blowers must be an adjunct to all laboratories going up to B Sc. standard or M.Sc. standard. These are some of the fundamental defects.

About the Ph.D thesis also the standard is low It is due to the fact that many people are engaged in research whose own standard is low Partly it is due to the fact that people go to England to get Ph.D and come back and are considered to be very good scientists. Amongst them there are some good. Amongst them there are many immature men. A Pass B.Sc of an Indian University got Ph.D of Oxford or Cambridge in 2 years.

Those of our boys who go to America have got this benefit, that they are being forced to go through the fundamentals and examinations. There is regular training for Ph.D

We must have freedom in the choice of subjects and the grouping of subjects. In America there is a unit system. I prefer the American system Take the case of a Doctor A Doctor who wants to take up Bacteriology what does he learn. He learns very little. He goes to England and America and has a specialised course. Physiology requires more Chemistry and Bio-Chemistry There is no such co-ordination. Such fundamental groups are there. It could be had only if we have greater freedom Why should not there be supplementary courses ?

All researchers are not good teachers. You must have freedom. No man can teach M.Sc. unless he has kept himself in touch with the recent developments. He must have developed a critical faculty of understanding the current literature and to assess it. The student should not be bothered with that type of information. For then he will get confused. In Lucknow especially in particular subjects that sort of information is being given. A minor subject, vague knowledge, it is made a subject of teaching. Only we should concentrate on fundamentals, well-established facts and theories.

NAIDU P S.

1 At present, *except at Allahabad, there is no provision for* advanced study and research in Education. Even the Masters Course in Education does not exist in many universities. Allahabad Banaras,

Aligarh, Bombay Patna and Calcutta are perhaps the only Univer sities which have instituted a Masters Degree in Education. Research in Experimental Education and *Educational Survey* is the pressing need of the hour

NAIDU S. GOVINDARAJULU

Oral Evidence.

The industrial concerns doing research maintain strict secrecy about research. All researches should be published for the information of the whole world, and there cannot be any kind of secrecy We must demand some kind of publicity This is a matter deserving careful consideration. If the results are published, a rival concern may utilize them for their benefit. In such a case there will be no incentive for further research.

NATIONAL METALLURGICAL LABORATORY JAMSHEDPUR.

7 (b) & (c) We are of the opinion that Indian Government re search institutes and the National Laboratories of Government of India could be closely associated with the universities in the following respects.

Excellent facilities could be provided for post-graduate research work to advanced students from the universities. In this connection the provision should be made to give the status of teacher by the Inter University Board to the officers of these laboratories and institutes. Mutual contact and co-operation can benefit by the loan of the literature and the special apparatuses. Any arrangement ensuring close association of all the institutes, laboratories and universities should be adequately flexible to adjust itself for its efficient conduct.

NAYAR, DR. A. S. MANNADI.

Researches in medicine should be carried on in all teaching Universities by all teachers and facilities both in time and material be made available to every teacher At present only a small amount of research is carried on and very little original research is done due to pressure of routine work and want of adequate staff and lack of spare hours to do research.

2. This is a matter left to the Professor of each subject of each University and uniformity in standard in research cannot be maintained and need not be aimed at. Editors of research journals can control the standard of the papers published

3 After preliminary graduation, those students who have the aptitude may be given facilities for research. Regarding the research degrees when the students do research under a Professor they may be given M.Sc., after a couple of years approved research Doctorate (D.Sc.) degree for Research may be granted to those who do original research of a high order independently of any guidance from a superior officer

4 Yes. In some universities research degree is granted after submission of a Thesis and an Examination in Theory Practical and Oral.

5 Grant of Fellowships and Scholarships in much larger numbers and charging no fee for research work should stimulate research work.

Inter-university co-ordination on research is not easy nor necessary

6 (a) & (b) Close-co-operation between Industries and research departments enhance benefits to the country Industries should endow research scholarships in Universities and research work on the Industrial problems should engage the attention of research departments to a considerable extent.

7 Research Institutions can carry on research in Industrial problems and universities need not have any connection with them. But each Faculty can and should do research in their own field under the control and with the help of universities and Governments.

Oral Evidence

We have neither the time nor the facility for independent research Routine work takes most of our time. Colleges have no rooms for research nor is there provision for taking research students. I have some students coming every day for research. We want organised research One man doing research and getting a name is not what we want.

NIYOGI, DR. M B.

Oral Evidence

The research work and post-graduate training should be centralised for some years to come and the universities must be controlled by the Centre for some years because the Centre alone would be in touch with the outside world and they will perhaps be importing professors from outside and so on so that each of the provincial universities will have the advantage of securing best talent in teaching and direction on research

PACHOW DR.

3 Judging by the ability of the students, they may start doing research after their M.A. degree.

4 (a) They are expected to know it, but it should not be compulsory

4 (b) Each university should have a Research Board Members of the teaching staff shall be members of the Board and each of them is expected to do research, say one hour per day

7 (c) Invite the students or scientists of these institutes to give lectures or demonstrations, from time to time, to the university students.

PAPWORTH, H. C.

Oral Evidence.

My experience is that this incentive to research depends entirely upon the personality or the capability of the individual. I know people of that sort. I have known research work done by people under adverse circumstances, because they would go on doing such work.

PARMAR, DR. V. L.

Oral Evidence.

It seems to me that we are having at the moment practically no research work. Research work means money and not only that much material and time have to be wasted on it to get proper results. We should have more money devoted to medical education and equipment in the hospitals.

There are people who are prepared to do research work. Such people who work regularly should be sent abroad every three or five years for six months for the purpose of seeing and learning about the developments in other countries. Government should meet the expenses for going abroad.

PATNA UNIVERSITY

(1) The position of research and advanced study is not satisfactory as a whole.

A research scheme since 1943 has been in operation under the University. Provision has been made for 15 Research Scholarships of the value of Rs. 100 each and Junior Research Fellowship, Senior Research Fellowship and Research Professorship. About 3 dozen students have secured Post-graduate Research Degrees.

The teachers are over burdened with teaching work to the extent of 24 hours per week leaving inadequate time for guiding Research work. If some of the Senior teachers were to be relieved from [illegible] under-graduate work the output of Research may be expected [illegible] both qualitatively and quantitatively.

Further it is necessary for the University to have Research Departments of its own and for this purpose funds will be required.

(2) Maintenance of proper standard and proper supervision of Research can be successfully carried out in a full-fledged teaching University.

(3) (a) Where possible, a start in Research Training should be made while the student is preparing for the Master's Examination.

(b) Partly Research and partly examination.

(c) Yes.

(4) (a) No. It is desirable and advantageous to have necessary knowledge of ancillary subjects.

(b) Professors guiding Research should not be overburdened with teaching work and should not be over engaged in extra-curricular activities. Research Scholars after taking the Degree should be the chief recruiting ground for the teaching staff in colleges and the University Provision should be made for teaching foreign languages.

(5) Different Universities should specialize in different branches of knowledge. There should be exchange of information through a Centrally published Bulletin.

(6) Co-operation between Industries and University is desirable. Industries should send their problems to the University for solution and subsidize Research on such topics by making suitable grants and maintaining Research workers.

(7) Such co-ordination is desirable by making available the results of Research to the University and by seeking the co-operation of the latter in the solution of their problems.

PATTANAYAK, DR. G C.

1 (d) The present position in respect of research and advanced study in the Medical profession and Medical Science is unsatisfactory Lack of laboratory facilities and trained personnel contribute to the existing unsatisfactory state but the most important cause is that the teachers, clinical teachers in particular who are eminently successful practitioners engage themselves extensively in private practice and have little time and energy and even aptitude for their usual work of treating their patients in hospital and teaching students not speak of carrying on research work. Research not only requires sound knowledge but also some amount of intellectual leisure and calmness of mind. A busy practitioner earning thousands per month from private practice has very little leisure for applying his mind to something original. So long the privilege of private practice is not abolished and remuneration of teachers is adequately enhanced, the present unsatisfactory state will continue

3 Training in research work should begin after having taken the highest available non-research degree. In case of Medicine it should commence after completing one year's house staff appointment.

The Master's degree should continue to be a non-research degree as in most Universities but the degree of Master in Surgery should be a research degree. Alternatively M. S Degree be abolished and all research degrees in the science and practice of Medicine in all its branches be designated M.D

Usually there should be one standard of research degrees like Ph.D and M.D The degree of D.Sc. D Litt. LL.D should be awarded not on thesis or examination but for a very high eminence in continuous research work for a long period.

4 (a) A preliminary intensive course of training in the study of the subjects and research methods and a final assessment of the capacity for research work should be insisted before a student is allowed to

undertake research on a subject for the production of thesis for a research degree. The existing system of submitting the candidate to a regular theoretical oral and practical examination should be eliminated. The candidate should however be subjected to an intensive cross examination on problems dealt with in the thesis and problems arising out of it.

(b) An (All India) Inter University Board of Researche is suggested for Co-ordination in Research.

PAUL.

Oral Evidence

There are no research facilities worth mentioning. Ph.D Degree in Engineering subjects is awarded only on the basis of thesis, and there is no test. Quite a number of students are taking to M.Sc. degree. University students are permitted to do research in the Engineering College Laboratory

PILLAI V NARAYANA.

Oral Evidence

We have no Reader to look after the work of the research students. The Professors are engaged full time with the work of teaching, so that the supervision work now undertaken by them is done over and above their legitimate professorial work.

PRADHAN, N C.

2. The proper standard of supervision and progress will be ensured if eminent scientists are employed for guidance and by the acceptance of thesis and papers by learned societies.

3 In the post-graduate stage partly by research and partly by examination.

4 (a) The lower research degree can be awarded on thesis supplemented by a *viva-voce* examination to test the candidates knowledge in ancillary subjects.

(b) Provision for a rise in pay or emoluments following successful research and award of a degree will go a long way towards stimulating research.

6 (a) Universities can help the industries by agreeing to examine, investigate and solve their scientific problem and in this, fullest co-operation is essential.

(6) Any helpful contribution of ideas and successful handling of problems by universities will be an incentive to the industries subsidising university research.

7 (a) To the extent they may be mutually helpful.

(c) By periodical conferences of experts and specialists.

PRASAD B.

1 It is unsatisfactory all round in the Utkal University but I hope things will improve in near future. The unsatisfactory state of

affairs is due to the absence of post-graduate teaching in a large number of subjects in the University

2. By appointing people who are really interested in research as professors and giving these professors sufficient leisure to carry on research

3 The training in research should start in M.A. and M.Sc. classes. There should be a lower and higher research degree in the University

4 The present system of conferring research degrees is not on mere presentation of thesis. Most of the Universities insist on *Viva Voce* and some even make the holding of written tests possible if necessary

(b) I would suggest that if any lecturer gets a Ph.D he should be given two increments.

5 Meeting of the teachers of the Universities is the only thing which can ensure inter-University co-operation. So far as science subjects are concerned this is already insured by Science Congress and even by the practical examinations where teachers of one University go to another University

6 (a) The Universities can help the Industries concerned by helping them to solve their problems and even providing new industries. The reason why many industries have not taken the help of the Universities is due to the following facts –

(i) Many of the Universities are in their infancy Thus members have not got a sufficient leisure to devote themselves to solving the problems of industries and

(ii) Industries also are in infancy Most of them are at the stage when they just want to immitate what is done elsewhere.

(b) This will come automatically if industrialists mentality advances *i.e* if they realise that they are eventually going to reap the fruits of even so called fundamental research. If this change does not come about another method would be to impose research care on the industries.

7 (a) Research should not be a controlled commodity No real co-ordination is possible in high class researches. Co-ordination is possible only in routine work. A certain amount of contact comes in by working in similar problems. Encouraging visit of scientists attached to the research institutes and the Universities to scientific conferences and Congress is the only contact and association which I can suggest.

(b & c) No special efforts are needed to bring the Research and Technological Institutes, Laboratories etc., into close contact with the Universities. The authorities of all research institutions should see that, if a University man wants some help from a research institute he is given the help and if he wants to work in a research institute for some

time he is accommodated. Even loaning of apparatus should be permissible. The help should be reciprocated by the Universities. The Universities also should co-operate with each other in the same manner

PRASAD DR. BISHESHWAR.

I am acquainted only with the Humanities and I can say that in no university is there a well-equipped library where a research student could hope to complete his study In History for example, no University has more than a working library which is not always sufficient for M.A. teaching. Very rarely have any of them a collection of manuscripts or documents. The research student has to toss about from one library or archive to another without being able to get all that he requires for his study Most of the State archives are not open to him and in spite of the recommendations of the Indian Historical Records Commission the facilities available in some are most unsatisfactory Even up to this day there is no central library where manuscripts dealing with ancient or medieval history can be available. They are dispersed all over the country and are not catalogued. The National Archives is open up to 1880 only and there too not all the papers may be consulted.

5 The Inter-University Board or the Central Government can also draw up a long term plan of research on the basis of co-ordination among the universities. Without some such arrangement it will not be possible to cover a large field expeditiously and the limited resources of the country would not be effectively utilised

PRASHAD DR. ISHWARI.

Oral Evidence.

At present research scholarship is Rs. 32. It is not even a living wage in a city like Allahabad. That is why research has been languishing in the University In spite of these handicaps our students have been doing very well All research scholars are charged fees. Some are exempted by the Vice-Chancellor A scholar should get at least Rs. 75 Then we should like travelling facilities for our lecturers and Readers.

Connected with travelling facilities is the question of leave rules which should be improved more liberally A teacher doing research in Indian History should go to the Indian Archives at Delhi and stay there for a month

Then there is teaching in the university and the position of the teacher Some of our Vice-Chancellors declare that teaching is the primary function of the university and not research. If this is so, the Commission ought to express that research should be the aim of a university A professor should necessarily carry on research and I should like to confine professors and Readers largely to research work. They must carry on research work. For a professor and reader research should be obligatory and the university should provide all the facilities. Connected with teaching is the question of examinations. Examinations are looming much before us. During the last 15 or 16

affairs is due to the absence of post-graduate teaching in a large number of subjects in the University

2 By appointing people who are really interested in research as professors and giving these professors sufficient leisure to carry on research

3 The training in research should start in M.A. and M.Sc. classes. There should be a lower and higher research degree in the University

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(b & c) No special efforts are needed to bring the Research and Technological Institutes, Laboratories etc. into close contact with the Universities. The authorities of all research institutions should see that, if a University man wants some help from a research institute he is given the help and if he wants to work in a research institute for some

got the Women and Children Hospital. It can easily become a centre of post-graduate study and research. Only there should be greater facilities and more staff.

For research there is plenty of clinical materials in our hospitals. Research need not necessarily be confined to drugs like Penicillin. There is what is called Statistical Research. Now we are very much lacking in basic information.

RAJENDAR SINGH, LT.-COL.

2. All research must be centralised under the research organisation of the Central Government. This organisation should get its charter from the Parliament and to implement it the organisation should have various sections—

(a) To carry out research for its own functions,

(b) To allot priorities,

(c) To obtain, collate and distribute information,

(d) To detail various institutions to carry out research in particular subjects,

(e) To apportion funds for research,

(f) To generally supervise research.

6. (a) The co-ordination of industries *vis-a-vis* universities should be the function of the Education Department of the Central Government in liaison with the Labour Department. The requirements of the Labour Department should be converted by the Education Department into the educational requirements.

RAJPUTANA UNIVERSITY DEANS OF FACULTIES.

Oral Evidence.

So far as Law is concerned fundamental research is not to be easily expected. This is just a beginning. Firstly qualified men are not available in India. Then unless the Law colleges have a different set up you cannot have research. If you recruit your staff from the profession they have little or no leisure for devoting themselves to research. That will be possible if we have an entirely different constitution. (Law Faculty)

For Science subjects we put down that person to be appointed as teacher must have a research degree (Science Faculty)

RAMAMURTI, A.

6. (a) There mu[illegible] good int[illegible] n Research Departments of Universities [illegible] l the [illegible] [illegible]ries of the country

RAMANATHAN K. R.

4 The Indian scientific instrument industry (*not* the mere commission-selling of imported or quasi-imported goods) should be given sufficient encouragement. This is a crying need. I would even urge the establishment of Chairs for instrument-making in a few selected Universities.

6 (b) An excellent incentive has been recently provided by the Government by agreeing to remit income-tax on amounts donated to research institutions and to add to it a substantial grant from Government funds. I hope that funds donated to Research Departments of Universities and other educational institutions will also receive similar consideration.

RAMANUJAM MANNAWALA.

1 No Facilities are not adequate for research under any of these heads, though a certain amount of work has been done in Humanities and Pure Sciences. Starting of National Laboratories, Centres of higher research etc by Government may give an impetus in this direction. In this University however facilities for research and advanced studies are fairly adequate in (a) Humanities (b) Pure Sciences, and—nil in (c) Applied Sciences (d) Technology and (e) Learned Professions.

2. By the institution of a Council of Post-Graduate Research in Universities also by the acceptance of papers in Journals of international reputation.

3 Just after the Honours courses as obtains in the Universities in the Madras Province.

This is a debatable point as in some Universities the Master's degree is given entirely on the results of examination, in other Universities, entirely by research and in still other Universities, partly on examination and partly by research.

Uniformity could be achieved by the intervention of the Inter University Board. There ought to be lower and higher standards of research degrees in every University so as to lead on step by step towards advanced research.

4 (a) The latter method is more satisfactory and is what obtains in America but taking the conditions in Indian Universities, it may not be possible in the near future.

(b) (i) By the institution of fellowships and scholarships for research,

(ii) By insisting upon research qualifications for teachers of higher courses,

(iii) By giving enough leisure from teaching work to teachers in Colleges and Universities to continue their interest in research.

(iv) By the formation of Scientific Societies under charter which will give status to those organisations.

(v) By giving facilities for teaching staff in the Universities to come in contact with research workers of other Universities in India and elsewhere

(vi) By periodical deputation of members of the staff in Universities to countries abroad,

(vii) By inviting renewed experts to visit Indian Universities and give courses of lectures on subjects specialised by them

(viii) By a system of delegation to attend scientific conferences etc.

(ix) By the institution of a Central Research Library where all the Research Journals published in the world will be available.

5 By the appointment of a co-ordinating Committee consisting of the Vice-Chancellors and Heads of Research Departments of Universities.

6 (a) By creating a liaison between industries and the Universities for instance, by giving representation to industries on the post-graduate council of research or similar bodies in the Universities by encouraging industrial organisations to endow research Chairs in Universities etc.

(b) Interesting the industrialists more and more in the research activities of the University and the University research departments volunteering to solve some of the problems of the industrialists by recognising as legitimate expenditure for purposes of taxation endowments for research Chairs and contributions towards maintenance of research.

7 (a) (b) and (c) By recruiting men from the Universities to those institutions so that the contact between the Universities and the institutions might be maintained.

By giving representation to the Universities on the Governing bodies of these institutions also by giving facilities for University teachers to do research in these institutions.

Oral Evidence.

M.Sc. is only by research at present. All Pass graduates can take M.Sc. It is so because in some Departments we do not have Honours courses.

Research is a narrow field and in that particular field the students have done very well. They might not be good teachers but they are good researchers.

Most of the research institutions are run as Government institutions and I would not recommend recognising them. They are not doing research for the sake of research.

The Government of India are establishing a number of research laboratories all over the country One at least should be established here.

only for Doctorate. If a man comes from Hyderabad or Calcutta, we can train him. They can pay us something in lieu of facilities given to them. They could take Degrees from Calcutta, Hyderabad or Lucknow Our students are examined by experts in the particular field of research anywhere in the world. I am hoping that it will be possible to bring the Institute of Paleo-Botany into affiliation with one University and add other Universities who care to have relations with us. That is why I have been resisting the temptating of getting the Paleo-Botany Institute into the University of Lucknow

Every thing works with great speed in America. But in this country things will take a very long time before they come to that stage. This is a young country in this matter I think it may be an advantage to spread out our scientific activities in different parts of the country rather than concentrate them in one place and create a sort of idea that it is the province or area where an important work is being done.

In Paleo-Botany our experience has been that because Lucknow has 8 Paleo-Botanists some of whom are working actively Lucknow is a good centre for Paleo-Botany It may not be for Paleo-Physics.

In a country like this too much centralisation may do harm. It may be that for some subjects it works that in some other subjects it does not. We have steered clear of trouble because there were not other Institutes involved.

In some cases I think research workers are sent out on deputations which may not be exactly in their own line. At the present time of our development we have to send again and again the same people for various kinds of jobs outside India, but I do feel that [illegible] away a scientific worker on any long term appointment which does not have much to do with the own line of research is not quite fair to him. It was for this reason that I am here to-day [illegible] evidence before you instead of sitting there with you. I do serve a academic bodies but get help for my own department.

SALMAT ULLAH, JAMIA MILIA ISLAMIA.

4 (a) I would consider it only desirable t
search Degree should be conferred on the basis
cular branch of a subject along with a suffic
ancillary subject, so that the candidate may car
in his field after obtaining the Research Degre

5 Inter-University co-ordination in resear
achieved by publishing all the researches made
under progress in different Universities and mal
those interested in the work.

6. On the basis of experience in variou
of the West, it can be generally said that where
or conducted under the auspices or control of
terprises, research work is hamstrung at so
because free flow of information about research
possible in this case for obvious reasons. The
L1aMofIIa.

research should be financed in the public interest by the Government at different Universities. This work can be more fruitfully and easily done, if we have nationally owned industries because this will make possible scientific planning of industries as well as ascertainment and identification of specific needs of industries.

SALETORE DR. S. A.

Oral Evidence.

I also feel that for research it is necessary to have permanent staff. It should not be for one year If it is one year the man works for a short time and then goes away Make it either permanent or for five years. There must be at least a few persons permanently devoted to research and they must not be saddled with administrative or research work. If you have people who have experience of research for one or two years, appoint them as permanenet research staff. Then only you will be able to do some research.

I have tried the present Government ot India method of giving one year grants. The method has proved a failure. They give you grant for one year and by the time you get the apparatus, the grant is over And when you apply for renewal you do not know whether you are going to get students. You must have a sliding scale for three or four years. If you find it successful, then give the grant for five years.

Some of the factories take students as apprentices some of them don't. It should be done by including some provision in the Factories Act. Government buys material from factories. Before you purchase your materials you must insist that the factories should take some students.

There are a good number of factories in Bombay The Hindustan Vanaspati is the biggest factory in India. There are some of the factories where I want my students to be taken as apprentices.

For technological training, I think teachers and professors must not work in factories before they are appointed but they must be sent to factories after they are appointed. That is one reason why technology is still too academic.

I can tell you that there are professors of technology who do not know how to remove a tyre from a car and put it back again.

SARMA, D S. and RAO, V APPA.

1 Experienced teachers, with research degrees and some research work to their credit, may be selected and sent for special training under a suitable Research Professor abroad for a period of one or two years.

Research professors in Science, Engineering and Technology in the Universities should help in the working out of the problems of the various industries they have to train brilliant engineering and technological graduates sent by the various industries in a manner

suited to the particular requirements of the industries and they must acquaint the ordinary students of the Universities with the problems that are to be faced in industries.

SESHAIYA R.V

1 (b) No. Want of leisure and encouragement for those who would like to pursue research (in Pure Sciences particularly)

3 After the Honours or Master's degree. No Master's degree should be partly by examination. Thesis should be compulsory

5 The general level of culture must be raised contact with world progress and thought. Leisure for deserving teachers and means of study for deserving students who may be indigent. Two or three central research libraries, where all the research journals published in the world will be available. Bogus research should not be tolerated.

SETHI, B. L.

2 Teachers should be given more facilities in regard to the supervision and direction of research by better equipment of laboratories and librarian and less routine work. More scientific journal should be started and facilities of publications provided Their status also requires revision in comparison with other professions.

3 After B.Sc., M.Sc., degree should be partly through papers and partly through research. No lower and higher research degrees should exist. There should be only one research degree. Only such candidates as come up to the standard should be awarded a degree.

4 (b) Only such students who have aptitude for research be admitted to the research degree. Fellowships and provision of [illegible] employment or other ways of utilization of his talents after the [illegible]pletion of his research work should be available to him.

5 Facility of work, consultation and use of libraries [illegible] any restriction.

6 (a) By conducting research on applied problems if [illegible] equipment and facilities to do it. There should be no [illegible] the way of work.

(b) By placing grants at the disposal of the Universities [illegible]leges for problems desired by them to be solved. [illegible] should not be expected in every case.

7 (a) Research institutions should not copy [illegible] recognition for University degree by the Universities. [illegible] laboratories materials and other facilities should be [illegible] given when a worker needs a place or material for [illegible]. All artificial restrictions should be removed from the [illegible].

(b) Yes. Including the Indian Agricultural [illegible] Institute, New Delhi and others.

SETTY K. SUBBIAH.

2. The research-student should be given free and independent scope in the research-work he has taken up or intends to take up After he invents or discovers some thing new he should be given proper Royalty throughout his life for using his discovery or invention for the world and for production of that stuff on a commercial scale.

4 (b) By granting scholarships, free boarding and lodging. Royalty for a number of years or throughout that person's life-time.

6 (a) Government should encourage the research work in the absolute needs of our country *viz.*, food, cloth, dwellings, education and Medical aid and give all the facilities to such students with a promise—that their researches shall be used for the benefit of the agricultural industrial scientific and commercial expansion of our country and that they will be remunerated for the same throughout their life-time.

SHAH, N M

Oral Evidence.

We have M.Sc. by research and M.Sc. by papers. The question as to whether the B.Sc.s are equipped to take M.Sc. by research is a question on which I hold a different view In Mathematics I feel that our B.A.s, and B.Sc.s are not well equipped for research. Therefore, though the regulations permit a student who has passed B.Sc. to take M Sc. by research in this University no student goes in for M. Sc. Mathematics by research.

In affiliated Colleges there is not much room for research. For instance men like Mahajani and me, who came from Cambridge and who might be thought capable of doing something, are loaded with administrative work, and we find very little time to devote for research. Teachers must not be overburdened with teaching. As far as good teachers are concerned, my impression is different. One may be a very good research scholar but a bad teacher On the other hand one may be a very good teacher but may not be doing research. Of course there may be exceptions.

After M.A. or M.Sc. there would be some men who could go in for research. That will depend to a large extent on the aptitude of the guiding teachers. We have some students with aptitude for research for instance, Mr P C. Vaidya, has written a number of papers on relativity and connected subjects. He was being guided by Dr Navalkar of Banaras. Last year he was working in my College and was simultaneously doing research. His papers have been reviewed even by foreign periodicals.

SHANTILAL MANGALDAS.

Oral Evidence.

I have a sort of feeling that very little original research in any subject is done in our conutry I believe that mere imitation of the

West or the U.S.A. will not help us much in this case. We must have our own original research in order that we may be able to find out what is best for us in a given set of circumstances. I may here cite one example which will clearly explain my statement. There is practically no research in Public Finance including Public Revenue and Public Expenditure in our country. The result is that the budgets placed every year by the Finance Minister—following perhaps the *traditional methods—are most unscientific.* There is reduction here and an increase there leading us nowhere as far as the revenue is concerned. Very often, in an anxiety to provide more revenue anyhow the Government comes out with proposals whose injurious repercussions on the society are not calculated in advance.

Research is an expensive matter and most of it can be undertaken only by the Government—Central and Provincial. But the general public can certainly help in this matter by private donations. The Government should, therefore, stimulate private donations from the public for research purposes and I make some concrete suggestions to the Commission in this respect. At present the Joint Stock Companies are granted by the Government an exemption of 5 per cent and the private individuals of 10 per cent from taxation for donations. I consider this to be inadequate in the new circumstances following achievement of independence by our country and I am strongly of opinion that the Government should raise the limit of exemption to 25 per cent for both Joint Stock Companies and private individuals as is the case in England. I am further of opinion that grants and gifts made exclusively for public welfare should, subject to the approval of the Government of India, be exempted even when they are made to institutions which are not on the approved list maintained by the Government for this purpose. If this is done, I have no doubt that Joint Stock Companies and private individuals will come out with large donation for research activities in different subjects in this country. I hope the Commission will make suitable recommendation to the Government on this point.

SINGH, DR. T. C. N.

Oral Evidence.

The M. Sc. students take their degree by research after B. Sc. (Pass). I feel that the equipment of Pass B.Sc., Botany for research is low and that M.Sc. should be by examination and not by research.

We do not have B.Sc., Honours. Even if we have 3 years Honours, I would ask for M.Sc., by examination. There should be research only for Ph.D. Grounding is so little that I find a good deal of difficulty in guiding the research students.

I have to make observations myself. In fact the research fellow who does research should be given the problem and he should make observation himself. But here I have to do it.

SINHA, DR. H. N

1 Research and advanced study in the Humanities, as pursued in Nagpur University are not satisfactory In fact they are pursued in the colleges affiliated to the University and excepting laying down of conditions according to which these should be pursued in order to earn corresponding degrees the University does not either help or direct in their pursuits. The same can be said of the Pure Sciences. As for the Applied Sciences, Technology and Learned Professions, like Engineering Medicine and Surgery and Law just a beginning has been made in this University and therefore nothing can be said about advanced studies and reseach in these subjects.

2. Research students should work under Supervisors

Proper standards, proper supervision, direction and assessment of research can be possible if students pursuing research are placed under right type of supervisors, who are reputed scholars and specialists in their subjects. These supervisors have to undertake direction and assessment of the progress of research.

In my opinion Master's degree should be given partly on the basis of a written examination and partly on the basis of dissertion There should be a lower and higher research degree. Teaching must be maintained at a high standard in order to stimulate research. Students should be initiated into the methods of research before they start research A proficiency in the ancillary subjects and languages should be regarded as helpful for the purpose.

SIRCAR, J N

Oral Evidence.

For research work continuous brain work is necessary Sir Upendranath Brahmacharn invented a cure for Kala-Azar He told me that he had to perform 600 different experiments before he could get to the root thing. That cannot be done in a place where your work is interrupted, during summer This can be done only in a few places. Brain cannot work in Calcutta for 6 months in the year It should be done under climatic conditions where work could be carried on. Establish a few research institute for such work. As they develop you may have colleges of the best type for the country You may have them as finances are available.

I want continuous work to be done and that cannot be done in places where climatic conditions are not favourable. Bangalore Poona etc. are best places.

SRINIVASACHAR, S.

2. Periodical inspection by outside experts and action thereon.

4 For Master's degree thesis is to be supplemented by papers.

b. Greater number of attractive research scholarship.

5 A central Bureau of Research under the control of the All-India Board of University education shall be set up.

6 a. Research scholars and the professors must be enabled to have direct contact with industrial concerns whenever necessary but effective steps should be taken to prevent corruption of any type.

b. Industrial concerns shall be requested to endow special scholarships in connection with urgent specific research.

SUNDARACHAR, C. K.

(4) I consider it desirable that a candidate for a research degree (M.Sc. or Ph.D.) is well-trained in all ancillary subjects, as is done in U.S.A.

To stimulate research in Universities it will be good.

(a) to increase the number of Fellowships available in the different universities and to make them more attractive.

(b) to enable Fellows and members of the teaching staff who are engaged in active research to proceed to other laboratories for conducting their research, during vacations or on long leave, as is amply provided for in American Universities.

(c) to give more liberal grants to scientific workers for the purchase of material and apparatus to carry on their work, as is being done in the United Kingdom.

It is also desirable to bring the Indian Institute of Science at Bangalore and other research institutions into closer association with the universities by (a) recognising the work carried out in these institutions as qualifying for higher university degrees. (b) giving opportunity to research workers in university colleges to come over to the institutions during vacations or on leave for completing their work or for gaining more intimate knowledge of the work carried out in these institutions.

TAYLOR, DR. H. J

Oral Evidence.

My experience as a teacher in Physics is that the knowledge our course students are expected to do some thesis work. But I do not think it is quite fair to say that there is no proper teaching. There are courses of lectures in theory but the whole thing is not properly organised.

My experience as a teacher in Physics is that the knowledge our B.Sc. students have got does not enable them, to undertake any research work whatsoever because in Physics one has to learn a lot. Even in places where teaching is organised very well, we find that it is very difficult to teach students properly

In a city like Bombay where we are better organised and where we can get a large number of expert teachers, teaching must be of a high standard. Yet we have not been able to send up good men. The real difficulty lies with the University Everything is based on election to the Senate from which Faculties are drawn which to my mind is entirely wrong procedure.

THOMAS, R. P

1 (a) In regard to Experimental Psychology and Learned Professions research requires impetus research is also necessary in regard to social welfare.

2. It is necessary to have a Central Department (Central Preferably) to look after the progress of research.

3 At the Honours stage some preliminary steps should be taken, the real work should begin after graduation. It is not necessary that the Master's degree should be obtainable through research entirely As at present there should be only one research degree in the University The distinction of lower and higher research will not be useful.

5. The proposed Central Department will arrange for the Central equipment and collect qualified men for the Universities for jointly carrying on research on any particular subject.

TRAVANCORE, UNIVERSITY OF

1 In the University of Travancore there is a Central Research Institute with the following divisions —

(i) Public Health.
(ii) Applied Chemistry
(iii) Marine Biology & Fisheries.
(iv) Applied Biology
(v) Mineral Survey
(vi) Statistics.

2, 3 & 4 Research students work under the direct supervision and guidance of competent teachers. Only those who have taken a first degree *viz.* Bachelor's degree in Science are usually admitted for research courses in this University

Our research degrees are Master of Science (M.Sc.) Doctor of Philosophy (Ph.D.) and Doctor of Science (D Sc.)

6 In order to be of any help to industry universities must frame their courses in such a way that they train candidates in a thoroughly practical manner so that they are fit for immediate employment in industries. The co-operation of industries should be enlisted by their making provision for the practical training of students during their university course. Industries will not be willing to subsidise universities unless the latter provide the practical courses which the industries themselves require, and are prepared to undertake research in problems in which the industries are interested.

7 Research institutes can be brought into close association with universities if the latter depute students of ability to study in those institutes and recognize as qualifying for degrees the research undertaken there.

RAMAMURTI, DR. T. S.

Oral Evidence.

In all subjects like Medicine etc. the students should be compelled to take to research for a year or two They are unable to pursue research as a career I would like the institution of a number of research Fellowships in the university to induce students to take to research as a career

VAD DR. B. G

Oral Evidence

All these full-time men should be able to do some research work, and that will also depend upon the selection we make. Emphasis must be laid on preparing the right people from pre-graduate days for research work. It is possible to find out the tendencies of the students from an early age. I also think that in research more importance should be given to tropical diseases.

VERMA, P.L.

Oral Evidence

Every engineering institution should have a research section. If the Railway Department wants certain sleepers, that section should be able to do them if an industrialist wants something, that section should be able to cater for it. Any body who is interested in research can be picked up as soon as he joins the institution. The Professor in charge will be able to check up whether the student has a leaning towards research from the very year he joins. Some will have. We have got a research laboratory in the Punjab. I was asked whether I could build 10,000 houses in 6 months. We were thinking whether we could construct permanent structures out of earth. We said we would finish 4000 houses in 6 months. It was a new work entirely We had to evolve, and we started designing for about a month, and then we evolved a design, mixed with a certain percentage of cement varying from 1.5 to 2.5 per cent by weight. We evolved an absolutely non-corrodable material We were faced with the problem of plastering. In the next two months we evolved a process whereby the plaster sticks. I picked up first class men. The first thing they had to do was to examine the soil and see if it was suitable for the work. They did not understand anything. Within two months they developed an aptitude for that type of work. Those who started like this became gradually interested in it. This is the suggestion that I am giving. It is my own personal experience. If we start that way they develop an aptitude. I have got a contingency of 25 people who are interested. They are very young people. They were Bachelors of Science.

VISWANATHAN, DR. R.

Oral Evidence

Research in Medicine has not been done to any large extent. When the students pass out of the Medical Colleges, the attraction is for practice. If the Fellowships are instituted sufficient to draw research-minded students, we would be able to attract certain adequate number of deserving people who will take up this as a kind of profession. After 5 years if they are given a chance and they are paid adequately (they must be paid adequately) they will be able to do research work. Once they get into research line, they would continue to be in the research field.

WADRA, A. R.

1 The existing position regarding research in the various branches is far from adequate.

3 Master's degree should be obtainable partly by examination (written paper) and partly by Research.

4 (a) We agree with the suggestion.

(b) By providing more fellowships and scholarships for research work.

5 By issuing a bulletin by the Inter University Board at regular intervals indicating therein the subjects on which research is being carried on.

6 (a) Research scholarships to be provided by the industries at various institutions having facilities for research for the conduct of research on industrial problems.

7 (a) Staff members should be deputed by the provincial Education Departments to visit the institutions mentioned for gathering up-to-date information and to have first-hand knowledge of the working of scientific problems.